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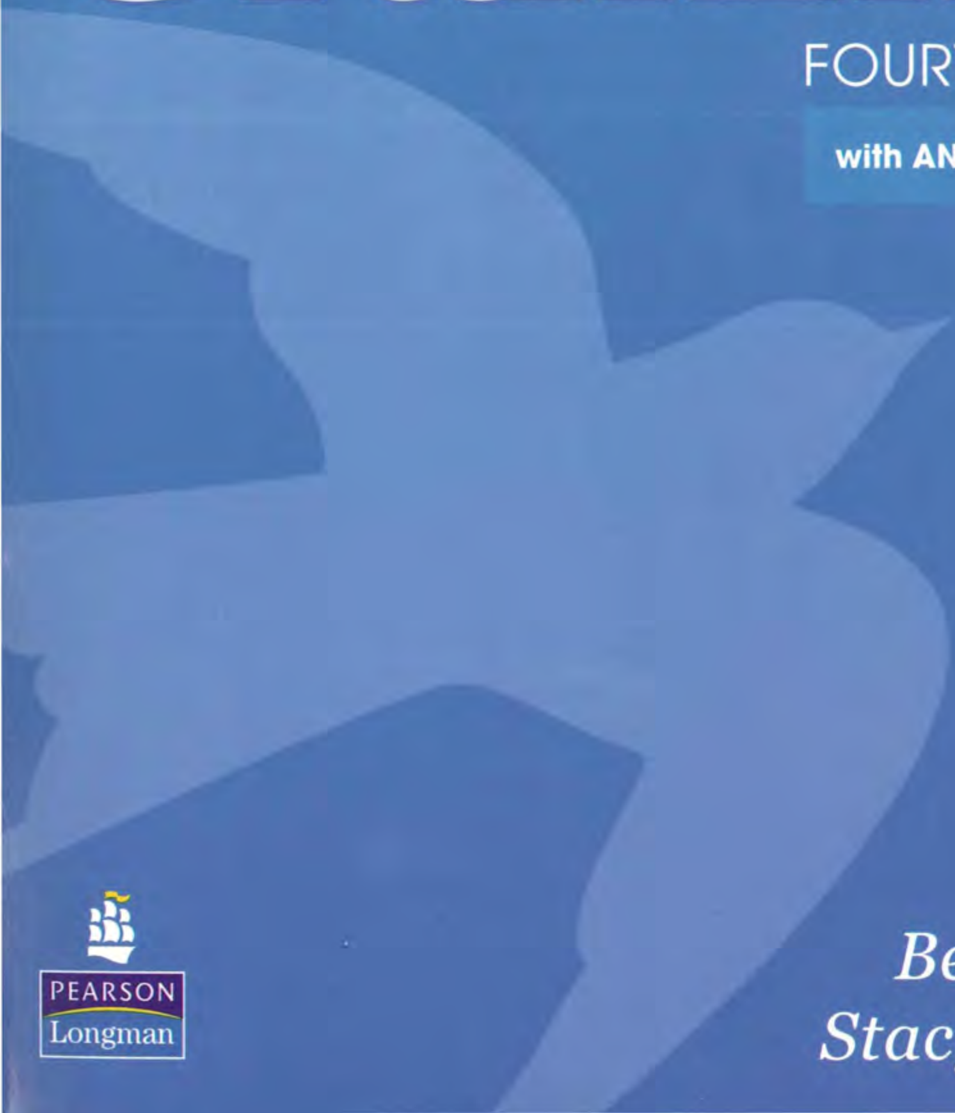
UNDERSTANDING AND USING
English Grammar

FOURTH EDITION

with ANSWER KEY



Betty S. Azar
Stacy A. Hagen

PEARSON
Longman

Irregular Verbs: An Alphabetical Reference List

NOTE: Verbs followed by a bullet (•) are defined at the end of the list on the inside back cover.

Simple Form	Simple Past	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	borne/born
beat	beat	beaten/beat
become	became	become
begin	began	begun
bend	bent	bent
bet•	bet	bet
bid•	bid	bid
bind•	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed•	bred	bred
bring	brought	brought
broadcast•	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst•	burst	burst
buy	bought	bought
cast•	cast	cast
catch	caught	caught
choose	chose	chosen
cling•	clung	clung
come	came	come
cost	cost	cost
creep•	crept	crept
cut	cut	cut
deal•	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit/fitted	fit/fitted
flee•	fled	fled
fling•	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast•	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
forsake•	forsook	forsaken
freeze	froze	frozen
get	got	gotten/got*
give	gave	given
go	went	gone
grind•	ground	ground
grow	grew	grown
hang**	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneeled/knelt	kneeled/knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned/leant	leaned/leant
leap	leaped/leapt	leaped/leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mislay	mislaid	mislaid
mistake	mistook	mistaken
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit***	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung

*In British English: *get–got–got.* In American English: *get–got–gotten/got.*

***Hang* is a regular verb when it means to kill someone with a rope around his/her neck.
COMPARE: *I **hung** my clothes in the closet. They **hanged** the murderer by the neck until he was dead.*

***Also possible in British English: *quit–quitted–quitted.*

(continued on the inside back cover)

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Stacy A. Hagen

PEARSON
Longman

Understanding and Using English Grammar, Fourth Edition
with Answer Key

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For Larry

B.S.A.

For Andy and Julianna

S.H.

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Preface to the Fourth Edition

Understanding and Using English Grammar is a developmental skills text for intermediate to advanced English language learners. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills in a variety of ways. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own real lives in the classroom context. *Understanding and Using English Grammar* functions principally as a classroom teaching text but also serves as a comprehensive reference text for students and teachers.

The eclectic approach and abundant variety of exercise material remain the same as in the earlier editions, but each new edition incorporates new ways and means. In particular:

- **WARM-UP EXERCISES FOR THE GRAMMAR CHARTS**
  Newly created for the fourth edition, these innovative exercises precede the grammar charts and introduce the point(s) to be taught. They have been carefully crafted to help students *discover* the target grammar as they progress through each warm-up exercise.

- **LISTENING PRACTICE**
  Numerous listening exercises help students interact with the spoken language in a variety of settings that range from the relaxed, casual speech of everyday conversation to the academic content of classroom lectures. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.

- **ACADEMIC READINGS**
  Students can read and respond to a wide selection of carefully crafted readings that focus on the target grammar structure.

- **EXPANDED SPEAKING ACTIVITIES**
  Students have even more opportunities in this fourth edition to share their experiences, express their opinions, and relate the target grammar to their personal lives. The text often uses the students' own life experiences as context and regularly introduces topics of interest to stimulate the free expression of ideas in structured as well as open discussions.

- **CORPUS-INFORMED CONTENT**
  Based on the findings of our corpus researcher, Gena Bennett, grammar content has been added, deleted, or modified to reflect the discourse patterns of spoken and written English.

Understanding and Using English Grammar is accompanied by

- A comprehensive ***Workbook,*** consisting of self-study exercises for independent work.
- An all-new ***Teacher's Guide,*** with step-by-step teaching suggestions for each chart, notes to the teacher on key grammar structures, vocabulary lists, and expansion activities and *PowerPoint* presentations for key chapters.
- An expanded ***Test Bank,*** with additional quizzes, chapter tests, and mid-term and final exams.
- ***Test-Generator*** software that allows teachers to customize their own tests using quizzes and tests from the *Test Bank.*
- ***Azar Interactive,*** a computer-based program keyed to the text, provides easily understood content, all-new exercises, readings, listening and speaking activities, and comprehensive tests.
- ***PowerPoint*** presentations for key chapters. Based on real-world readings, these lessons are designed for use in the classroom as "beyond-the-book" activities. They can be found in the new *Teacher's Guide* or downloaded from AzarGrammar.com.
- A ***Chartbook,*** a reference book consisting only of the grammar charts.
- ***AzarGrammar.com.*** This Web site provides a variety of supplementary classroom materials and is a place where teachers can support each other by sharing their knowledge and experience.
- ***Fun with Grammar,*** a teacher resource text by Suzanne Woodward with communicative activities correlated with the Azar-Hagen Grammar Series. It is available as a text or as a download on *AzarGrammar.com.*

The Azar-Hagen Grammar Series consists of

- *Understanding and Using English Grammar* (blue cover), for upper-level students.
- *Fundamentals of English Grammar* (black), for mid-level students.
- *Basic English Grammar* (red), for lower or beginning levels.

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Betty S. Azar
Stacy A. Hagen

Chapter 1

Overview of Verb Tenses

☐ Exercise 1. Let's talk: interviews and introductions.

Interview a classmate, and then introduce this person to the rest of the class or to a small group of classmates. Use the given topics or topics of your own choosing.

1. name
2. spelling of name
3. country of origin
4. birthplace
5. current residence
6. reason for coming here
7. length of time, both past and future, in this city/country
8. field of study or work
9. activities in free time
10. comments on living here

☐ Exercise 2. Let's talk: preview of verb tenses. (Chapters 1 → 5)

Work with a partner. Take turns asking questions with ***what*** + *a form of* **do**. Help each other decide which verb tense should be used. When you finish asking and answering the questions, discuss your use of verb forms with the rest of the class.

Example: every morning
PARTNER A: What do you do every morning?
PARTNER B: I (go to classes / eat breakfast / etc.) every morning. What do you do every morning?
PARTNER A: I (eat breakfast / do my homework / etc.).

Partner A	Partner B
1. every day before you leave home	1. last night
2. since you got up this morning	2. tomorrow
3. right now	3. for the past five minutes
4. at (this exact time) yesterday	4. at (this exact time) tomorrow
5. by the time you got here today	5. by the time you go to bed tonight

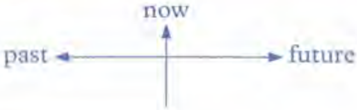
☐ Exercise 3. Warm-up. (Chart 1-1)

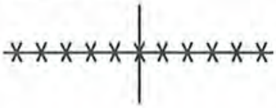
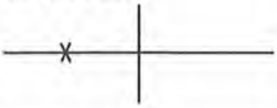
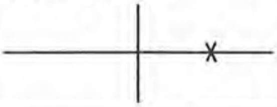
Do you agree or disagree with each sentence? Circle *yes* or *no*. Discuss the verbs in blue. What information do the verb tenses provide?

1. Warm air rises. yes no
2. I talk on the phone a lot. yes no
3. I sent an email today. yes no
4. I'm going to make a phone call today. yes no

1-1 The Simple Tenses

This basic diagram will be used in all tense descriptions.



Tense	Examples	Meaning
Simple Present 	(a) It *snows* in Alaska. (b) Tom *watches* TV every day. 	In general, the simple present expresses events or situations that exist *always, usually, habitually;* they exist now, have existed in the past, and probably will exist in the future.
Simple Past 	(c) It *snowed* yesterday. (d) Tom *watched* TV last night.	*At one particular time in the past,* this happened. It began and ended in the past.
Simple Future 	(e) It *will snow* tomorrow. It *is going to snow* tomorrow. (f) Tom *will watch* TV tonight. Tom *is going to watch* TV tonight.	*At one particular time in the future,* this will happen.

☐ Exercise 4. Let's listen and talk. (Chart 1-1)

CD 1
Track 2

Listen to the sentences and write the words you hear. Are the sentences true for you? Choose *yes* or *no.* Share your answers with the class, adding information if you like.

Example: You will hear: I wore jeans to class yesterday.
You will write: I ___wore___ jeans to class yesterday. yes [✓ no]
You might say: I didn't wear jeans to class yesterday.
I wore a skirt.

1. I ______________ my own dinner last night. yes no
2. I ______________ a textbook yesterday. yes no
3. I ___________ on the internet every day. yes no
4. I ______________ home tonight. yes no
5. I __________________________ a movie this weekend. yes no

☐ Exercise 5. Warm-up. (Chart 1-2)

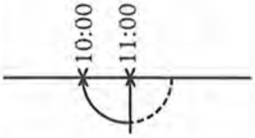
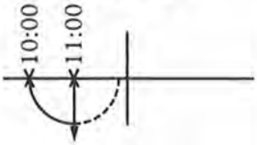
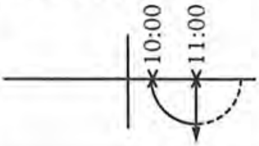
Answer the questions.

1. What are you doing right now? Look around the room. What are your classmates doing right now? What is happening outside the classroom right now?
2. Where were you at two o'clock this morning? What were you doing?
3. Where will you be at two o'clock tomorrow? What will you be doing?

1-2 The Progressive Tenses

Form: ***be* + *-ing*** (*present participle*)

Meaning: The progressive tenses* give the idea that an action is in progress during a particular time. The tenses say that an action *begins before, is in progress during, and continues after* another time or action.

Present Progressive 	(a) Tom *is sleeping* right now. 	It is now 11:00. Tom went to sleep at 10:00 tonight, and he is still asleep. His sleep began in the past, *is in progress at the present time*, and probably will continue.
Past Progressive 	(b) Tom *was sleeping* when I arrived.	Tom went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and *was in progress at a particular time in the past.* It continued after I arrived.
Future Progressive 	(c) Tom *will be sleeping* when we arrive.	Tom will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive, and it *will be in progress at a particular time in the future.* Probably his sleep will continue.

*The progressive tenses are also called the "continuous" tenses: present continuous, past continuous, and future continuous.

☐ Exercise 6. Let's listen and talk. (Chart 1-2)

CD 1
Track 3

Listen to the sentences and write the words you hear. Are the sentences true for you? Choose *yes* or *no*. Share your answers with the class, adding information if you like.

1. At midnight last night, I ____________________. yes no
2. Right now I ____________________ about grammar. yes no
3. Tomorrow I ____________________ in class at this time. yes no
4. Tonight at 9:00, I ____________________ TV. yes no
5. Last night at 9:00, I ____________________ TV. yes no

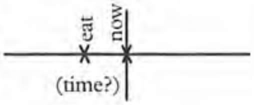
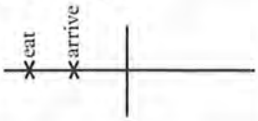
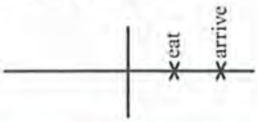
☐ Exercise 7. Warm-up. (Chart 1-3)

Answer the questions.

1. Have you eaten today? When did you eat?
2. Had you eaten before you went to bed last night?
3. Will you have eaten by the time you go to bed tonight?

1-3 The Perfect Tenses

Form: *have* + *past participle*
Meaning: The perfect tenses all give the idea that one thing *happens before* another time or event.

Present Perfect 	(a) Tom *has* already *eaten*.	Tom *finished* eating *sometime before now*. The exact time is not important.
Past Perfect 	(b) Tom *had* already *eaten* when his friend arrived.	First Tom finished eating. Later his friend arrived. Tom's eating was completely *finished before another time in the past.*
Future Perfect 	(c) Tom *will* already *have eaten* when his friend arrives.	First Tom will finish eating. Later his friend will arrive. Tom's eating will be completely *finished before another time in the future.*

☐ Exercise 8. Let's listen and talk. (Chart 1-3)

CD 1
Track 4

Listen to the sentences and write the words you hear. Are the sentences true for you? Choose *yes* or *no*. Share your answers with the class, adding information if you like.

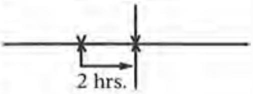
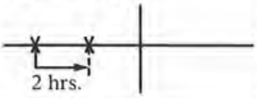
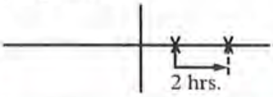
1. I ____________________ my homework already. yes no
2. Before I went to bed last night, I ____________________ all my homework. yes no
3. By the time I finish this chapter, I ____________________ several verb exercises. yes no
4. I ____________________ all the English verb tenses. yes no
5. Before I began this class, I ____________________ all the English verb tenses. yes no

☐ **Exercise 9. Warm-up.** (Chart 1-4)
Answer the questions.

1. What are you doing right now? How long have you been (doing it)?
2. What were you doing last night at nine o'clock? What time did you stop (doing it)? Why did you stop (doing it)? How long had you been (doing it) before you stopped?
3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (doing it)? Why? How long will you have been (doing it) before you stop?

1-4 The Perfect Progressive Tenses

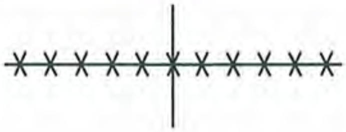
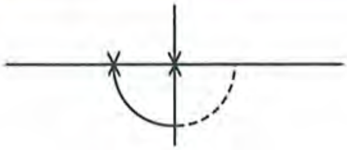
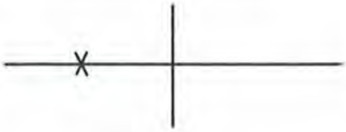
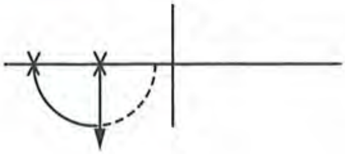
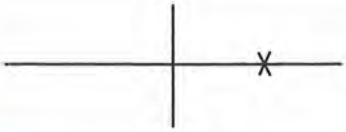
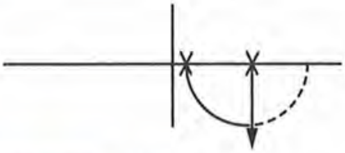
Form: ***have*** + ***been*** + ***-ing*** (*present participle*)
Meaning: The perfect progressive tenses give the idea that one event is *in progress immediately before, up to, until another time or event.* The tenses are used to express the *duration* of the first event.

Present Perfect Progressive  	(a) Tom *has been studying* for two hours. 	Event in progress: studying. When? *Before now, up to now.* How long? For two hours.
Past Perfect Progressive  	(b) Tom *had been studying* for two hours before his friend came.	Event in progress: studying. When? *Before another event in the past.* How long? For two hours.
Future Perfect Progressive  	(c) Tom *will have been studying* for two hours by the time his friend arrives.	Event in progress: studying. When? *Before another event in the future.* How long? For two hours.

☐ **Exercise 10. Looking at grammar.** (Chart 1-4)
Complete the sentences with your own words.

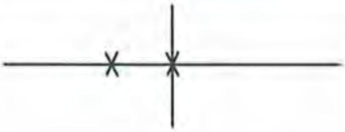
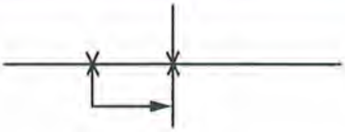
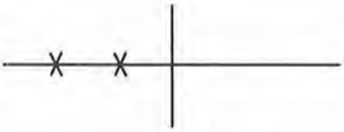
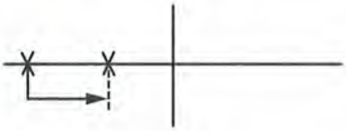
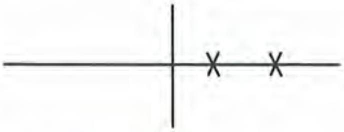
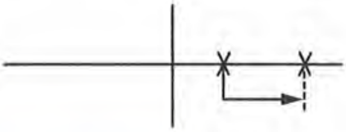
1. I'm in class right now. I arrived in class today and sat down at ________________ (*time*). Right now the time is ________________. That means that I **have been sitting** in this seat for ________________ minutes.
2. I **had been sitting** here for ________________ minutes before class started.
3. By the time class finishes at ________________, I **will have been sitting** here for ________________ minutes.

1-5 Summary Chart of Verb Tenses

Simple Present	**Present Progressive**
 Tom *studies* every day.	 Tom *is studying* right now.
Simple Past	**Past Progressive**
 Tom *studied* last night.	 Tom *was studying* when they came.
Simple Future	**Future Progressive**
 Tom *will study* tomorrow. Tom *is going to study* tomorrow.	 Tom *will be studying* when they come. Tom *is going to be studying* when they come.

☐ **Exercise 11. Looking at grammar.** (Charts 1-1 → 1-5)
Complete the sentences with a form of ***study*** and any words in parentheses. Then compare your completions with the sentences in Chart 1-5.

1. Tom is a student. He ______studies______ every day.
2. Tom is at his desk. He ____________________ right now.
3. Tom had some homework to do, so he ____________________ last night.
4. Tom began studying at 7:00 last night. His friends came over around 7:30. Tom was still at his desk when they arrived. In other words, Tom ____________________ last night when his friends came over.
5. Tom ____________________ tomorrow.
6. Tom is going to begin studying at 7:00 tomorrow. His friends are going to come over at 7:30. Tom ____________________ when they arrive.

Present Perfect	**Present Perfect Progressive**
 Tom *has* already *studied* Chapter 1.	 Tom *has been studying* for two hours.
Past Perfect	**Past Perfect Progressive**
 Tom *had* already *studied* Chapter 1 before he began studying Chapter 2.	 Tom *had been studying* for two hours before his friends came.
Future Perfect	**Future Perfect Progressive**
 Tom *will* already *have studied* Chapter 4 before he studies Chapter 5.	 Tom *will have been studying* for two hours by the time his roommate gets home.

7. Tom is studying Chapter 2. He (*already*) ______________________________ Chapter 1.

8. Last week Tom finished studying Chapter 1. This week he's studying Chapter 2. He (*already*) ______________________________ Chapter 1 when he started Chapter 2.

9. Next week Tom will finish Chapters 4 and 5. Before Tom studies Chapter 5, he (*already*) ______________________________ Chapter 4.

10. Today Tom began studying at 8:00. Now it is 10:00. Tom ______________________ ____________________ for two hours.

11. Yesterday Tom began studying at 8:00. Tom's friends came over at 10:00. Before his friends came, Tom ______________________________ for two hours.

12. It's 8:00. Tom's roommate gets home at 10:00. By the time Tom's roommate gets home, Tom ______________________________ for two hours.

☐ Exercise 12. Let's talk. (Charts 1-1 → 1-5)

In the following dialogues, many of the verbs are in *italics*.* In pairs, in small groups, or as a class, discuss the meanings of the *italicized* verbs. What information do the verb tenses provide?

1. A: What *do* you *do* in the evening?
   B: I *do* my homework and *watch* a little TV.
   → *The speakers are talking about daily habits.*

2. A: What *did* you *do* last night?
   B: I *watched* a movie on television.

3. A: What *are* you *doing*?
   B: I *am working* on English grammar.

4. A: I called you last night around 9:00, but no one answered. Where were you?
   B: I was home, but I *was studying*. I always turn my phone off when I want to study.

5. A: *Have* you ever *seen* a comet?
   B: I*'ve seen* shooting stars, but I*'ve* never *seen* a comet.

6. A: Have you talked to Mrs. Chang yet?
   B: I *will talk* to her after lunch.

7. A: Let's meet at the park after work today.
   B: Okay. I *will be sitting* on a bench near the Forest Avenue entrance. Look for me there.

8. A: How long *have* you *been working* on this grammar exercise?
   B: About ten minutes.

9. A: Did you like the food at Paul's Café?
   B: Yes. I *had* never *eaten* there before. Thanks for the recommendation.

☐ Exercise 13. Let's talk. (Charts 1-1 → 1-5)

Answer the questions in complete sentences. If you work in pairs, alternate asking and answering the sets of questions. You may want to take notes and later share a few of the answers with the rest of the class.

If you work in small groups, select a leader who will ask the questions and elicit two or three responses to each. You may wish to rotate the role of leader.

If you work as a class, close your book and answer the teacher's questions.

1. a. What do you do every day?
   b. What are you doing now?

2. a. What did you do last week?
   b. What had you done before that?

3. a. What will you do next week?
   b. What will you be doing at this time next week?
   c. What will you have done by this time next year?

---

*Words that are "italicized" or "in italics" have slanted print. Regular print looks like this. *Italic print looks like this.*

4. a. What were you doing at this time yesterday?
   b. What will you be doing at this time tomorrow?

5. a. What have you done since you got up this morning?
   b. What are you doing right now? How long have you been doing that?

6. a. What were you doing before you walked into the classroom today? How long had you been doing that?
   b. What will you be doing before our teacher walks into the classroom tomorrow? How long will you have been doing that?

☐ Exercise 14. What do I already know? (Appendix Charts B-1, B-2, and D-1)

This exercise covers question and negative verb forms you will use in the following chapters. Check your understanding of these forms by correcting the errors in these sentences.*

1. Does Pedro walks to work every morning?
2. What you are talking about?
3. Did you finished your work?
4. My friend doesn't liking her apartment.
5. Do you are working for this company?
6. What time your plane did it arrive?
7. How long have you are living in this city?
8. Ali won't to be in class tomorrow.

☐ Exercise 15. Warm-up: listening. (Chart 1-6)

CD 1
Track 5

You will be using many verbs in their ***-ing*** and ***-ed*** forms in the following chapters. Use this pretest to check your spelling.

Example: You will hear: Listened. We listened to music. Listened.
You will write: ____listened____

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________

---

*For information about forming questions and negatives, see these self-study charts in the Appendix: B-1 (Forms of Yes/No and Information Questions), B-2 (Question Words), and D-1 (Using *Not* and Other Negative Words).

1-6 Spelling of *-ing* and *-ed* Forms

(1) VERBS THAT END IN A CONSONANT AND *-e*	(a)	hope date injure	hoping dating injuring	hoped dated injured	*-ING* FORM: If the word ends in ***-e***, drop the ***-e*** and add ***-ing***.* *-ED* FORM: If the word ends in a consonant and ***-e***, just add ***-d***.
(2) VERBS THAT END IN A VOWEL AND A CONSONANT	ONE-SYLLABLE VERBS				
	(b)	stop rob	stopping robbing	stopped robbed	1 vowel → 2 consonants**
	(c)	rain fool	raining fooling	rained fooled	2 vowels → 1 consonant
	TWO-SYLLABLE VERBS				
	(d)	listen offer	listening offering	listened offered	1st syllable stressed → 1 consonant
	(e)	begin prefer	beginning preferring	(began) preferred	2nd syllable stressed → 2 consonants
(3) VERBS THAT END IN TWO CONSONANTS	(f)	start fold demand	starting folding demanding	started folded demanded	If the word ends in two consonants, just add the ending.
(4) VERBS THAT END IN *-y*	(g)	enjoy pray	enjoying praying	enjoyed prayed	If ***-y*** is preceded by a vowel, keep the ***-y***.
	(h)	study try reply	studying trying replying	studied tried replied	If ***-y*** is preceded by a consonant: *-ING* FORM: keep the ***-y***; add ***-ing***. *-ED* FORM: change ***-y*** to ***-i***; add ***-ed***.
(5) VERBS THAT END IN *-ie*	(i)	die lie	dying lying	died lied	*-ING* FORM: Change ***-ie*** to ***-y***; add ***-ing***. *-ED* FORM: Add ***-d***.

*Exception: If a verb ends in **-ee**, the final **-e** is not dropped: *seeing, agreeing, freeing.*

Exception: **-w and **-x** are not doubled: *plow → plowed; fix → fixed.*

☐ Exercise 16. Looking at spelling. (Chart 1-6)

Write the correct forms of the given verbs.

Part I. Write the ***-ing*** form of these verbs in the correct columns.

✓date
dine
enjoy
grade
happen
put
stay
stop
win

Drop the ***-e***.	Double the consonant.	Just add ***-ing***.
dating		

Part II. Write the ***-ed*** form of these verbs in the correct columns.

✓answer
control
listen
offer
open
permit
plan
prefer

Do not double the consonant.	Double the consonant.
answered	

☐ Exercise 17. Looking at spelling. (Chart 1-6)

Practice spelling verb forms.

Part I. Write the correct ***-ing*** form of the given verbs.

1. hold *holding*
2. hide __________
3. run __________
4. ruin __________
5. come __________
6. write __________
7. eat __________
8. pat __________
9. lie __________
10. begin __________
11. earn __________
12. fly __________

Part II. Write the correct ***-ing*** and ***-ed*** forms of the given verbs.

1. boil *boiling, boiled*
2. plan __________
3. rain __________
4. tape __________
5. tap __________
6. enter __________
7. prefer __________
8. translate __________
9. die __________
10. employ __________

11. bury ______________________________

12. admit ______________________________

13. visit ______________________________

14. wait ______________________________

☐ Exercise 18. Listening. (Chart 1-6)

Listen to the sentences and write the words you hear.

CD 1 Track 6

Example: You will hear: We are visiting family this weekend.
You will write: We ___are visiting___ family this weekend.

1. We ____________________ an apartment in the city.
2. We ____________________ to rent and see how we liked city life.
3. The earthquake ____________________ the town.
4. Our children ____________________ their grandparents.
5. We ____________________ a little weight on our vacation.
6. I ________________________ a short trip this summer.
7. I ________________________ a few weeks off from work.
8. Right now I ________________________ to several emails.
9. I'm done. I ____________________ to all of them.

☐ Exercise 19. Let's talk and write. (Chapter 1)

Do one or more of these activities.

Activities:

1. Interview a classmate outside of class and write a story of his/her life.
2. Interview a native speaker of English and write a story of his/her life.
3. With a classmate, take a trip to a particular place, such as a museum, a park, or a restaurant. Write a report of your trip, or give an oral report to your classmates.
4. Write a brief paragraph about yourself, telling who you are, what you have done in the past two years, and what your plans are for the next two years. Then exchange papers with a classmate. Read your classmate's paragraph and ask questions if you need more information or clarification. Next, join two other students to form a group of four. Tell the others in the group about your classmate. Use the information from the paragraph he/she wrote.

Chapter 2

Present and Past; Simple and Progressive

☐ Exercise 1. What do I already know? (Chapter 2)

Correct the errors in verb forms.

1. I ~~am~~ *do* not agree with your opinion.
2. I'm not knowing Sam's wife.
3. My roommate usually watch television, listen to music, or going out in the evening.
4. When I turned the key, the car was starting.
5. Air is consisting of oxygen, nitrogen, and other gases.
6. The children drawed some pictures in school this morning.
7. Right now Sally in the kitchen eating breakfast.
8. While I'm driving home last night, I heared a strange noise in the engine.
9. A: What you are talking about?

   B: I talking about the political situation in my country.

☐ Exercise 2. Warm-up. (Charts 2-1 and 2-2)

Work individually and then as a class.

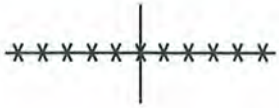
Part I. Read each sentence and circle *yes* or *no*. If the information is not true, restate it.

1. I read a newspaper every day. yes no
2. I am sitting next to someone from Asia. yes no
3. The sun revolves around the earth. yes no

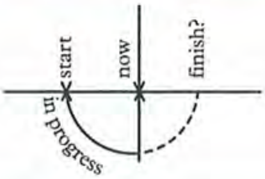
Part II. Answer the questions.

4. Which sentence discusses a general truth?
5. Which sentence talks about a daily habit?
6. Which sentence talks about something that is happening right now?

2-1 Simple Present

	(a) Water ***consists*** of hydrogen and oxygen. (b) The average person ***breathes*** 21,600 times a day. (c) The world ***is*** round.	The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses *general statements of fact and general truths.*
	(d) I ***get*** up at seven *every morning.* (e) I *always* ***eat*** a salad for lunch.	The simple present is used to express *habitual or everyday activities.*

2-2 Present Progressive

	(f) The students ***are sitting*** at their desks right now. (g) I need an umbrella because it ***is raining***. (h) I ***am taking*** five courses this semester.	The present progressive expresses an activity that is *in progress at the moment of speaking.* It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

☐ Exercise 3. Let's talk. (Charts 2-1 and 2-2)

Work in small groups.

Part I. Discuss the given topics. Each member of the group should contribute one sentence for each topic. Share some of your sentences with the class.

Topics:

Tell your group one daily habit you have.
Look around the room. Describe one activity that is happening right now.
Describe something that is happening in the world right now.

Part II. Use the simple present to make generalizations about some of the given topics. Use your own verbs or those in the list.

beat
breathe
cause
consist
contain
drink
eat
have
live
make
produce
revolve
save
sleep
use

Topics:

the earth
air
trees
the human heart
snowflakes
the average person
hybrid cars*
mammals

snowflakes

---

*_hybrid cars_ = cars that use both gasoline and electricity for power.

☐ Exercise 4. Looking at grammar. (Charts 2-1 and 2-2)

Complete the sentences with the simple present or the present progressive form of the verbs in parentheses.

1. Kristin can't come to the phone because she (*wash*) is washing her hair.
2. Kristin (*wash*) ______________ her hair every other day or so.
3. Tony (*sit, usually*) ______________ in the front row during class, but today he (*sit*) ______________ in the last row.
4. Please be quiet. I (*try*) ______________ to concentrate.
5. (*you, lock, always*) ______________ the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still*) ______________ for a reply.
7. After six days of rain, I'm glad that the sun (*shine*) ______________ today.
8. Every morning, the sun (*shine*) ______________ in my bedroom window and (*wake*) ______________ me up.

☐ Exercise 5. Listening. (Charts 2-1 and 2-2)

CD 1
Track 7

Listen to the sentences. Circle the correct completion(s). More than one completion may be possible.

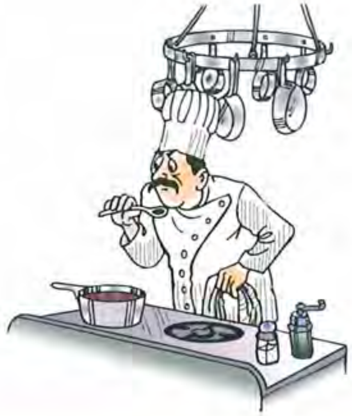
1.	right now.	every day.	in the summer.
2.	today.	in the winter.	every April.
3.	every year.	right now.	this week.
4.	right now.	today.	every winter.
5.	every summer.	right now.	in the spring.
6.	this week.	every January.	every winter.

☐ Exercise 6. Let's talk: class activity. (Charts 2-1 and 2-2)

On a piece of paper, write an action that a classmate can demonstrate (e.g., stand up, smile, open the door, sneeze, write on the board). Give your paper to the teacher, who will redistribute the papers at random to the class. Everyone will take turns performing these actions for the entire class. Describe the actions using the present progressive.

☐ Exercise 7. Warm-up. (Chart 2-3)

Choose the correct completions.



1. The chef is in his kitchen right now. He ______.
   a. cooks b. is cooking
2. He ______ some soup.
   a. tastes b. is tasting
3. It ______ too salty.
   a. tastes b. is tasting
4. He ______ it.
   a. doesn't like b. isn't liking

2-3 Non-Progressive Verbs

(a) I *know* your cousin. (b) *INCORRECT:* I ~~am knowing~~ your cousin.	Some verbs, like ***know***, are *non-progressive;** i.e., they are rarely used in progressive tenses. They describe states, not actions. ("States" are conditions or situations that exist.)

Common Verbs That Are Usually Non-Progressive (like *know*)

know	like	dislike	belong	consist of	hear	agree
believe	appreciate	fear	possess	contain	sound	disagree
doubt	care about	hate	own			mean
recognize	please	mind		exist	seem	promise
remember	prefer		desire	matter	look like	amaze
suppose			need		resemble	surprise
understand			want			
			wish			

(c) I *think* that your cousin is very nice. (d) I*'m thinking* about my trip to Rome.	Some verbs, like ***think***, have both *non-progressive* meanings and *progressive* meanings. In (c): ***think*** means "believe." In (d): ***am thinking*** means "thoughts are going around in my mind right now."

Common Verbs with Both Non-Progressive and Progressive Meanings (like *think*)

	NON-PROGRESSIVE	PROGRESSIVE
look	It *looks* cold outside.	Olga *is looking* out the window.
appear	Jack *appears* to be tired today.	She*'s appearing* on a TV show today.
think	I *think* that Mr. Liu is a good teacher.	I*'m thinking* about my family right now.
feel	I *feel* that Mr. Liu is a good teacher.	I*'m feeling* a little tired today.
have	I *have* a bicycle.	I*'m having* a good time.
see	*Do* you *see* that bird?	The doctor *is seeing* a patient right now.
taste	The soup *tastes* salty.	The chef *is tasting* the soup.
smell	Something *smells* bad. What is it?	Ann *is smelling* the perfume to see if she wants to buy it.
love	Ken *loves* his baby daughter.	Ken is enjoying parenthood. In fact, he*'s loving* it!
be	Mary *is* old and wise.	Al is ill but won't see a doctor. He *is being foolish*.**

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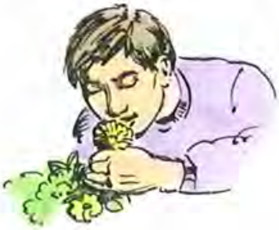
*Non-progressive verbs are also called "stative verbs" or non-action verbs.

***Am/is/are being* + *an adjective* describes temporary behavior. In the example, Al is usually not foolish, but right now he is acting that way.

☐ **Exercise 8. Let's talk.** (Chart 2-3)

Discuss the differences in meaning of the *italicized* verbs in each group of sentences. Work in pairs, in small groups, or as a class.



1. a. These flowers *smell* good.
   b. James *is smelling* the flowers.

2. a. I *think* Roberto is a kind man.
   b. I *am thinking* about this exercise.

3. a. I *see* a butterfly. Do you *see* it too?
   b. Alex *is seeing* a doctor about his headaches.
   c. Jack and Ann *are seeing* each other. They go out together every weekend.

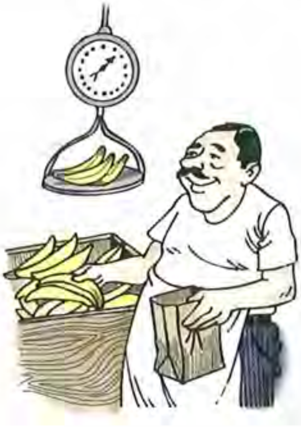
4. a. Astrid *looks* cold. I'll lend her my coat.
   b. Tina *is looking* out the window. She sees a butterfly.

5. a. Sue *is feeling* the cat's fur.
   b. The cat's fur *feels* soft.
   c. I*'m not feeling* well today.
   d. I *feel* that it is important to respect other people's opinions.

6. a. I *remember* my first teacher. *Do* you *remember* yours?
   b. Aunt Sara is looking through an old picture album.
   She *is remembering* the wonderful days of her childhood.

7. a. The children want a snack. They*'re* hungry.
   b. Like many kids, our children are often quite noisy when they play. They're playing right now in the next room. Hmmm. They*'re being* awfully quiet. What do you suppose they're doing?

8. a. Our son *is appearing* in a school play this week.
   b. The grocer is weighing the bananas. He *appears* to be busy.



☐ Exercise 9. Looking at grammar. (Chart 2-3)

Choose the correct completions.

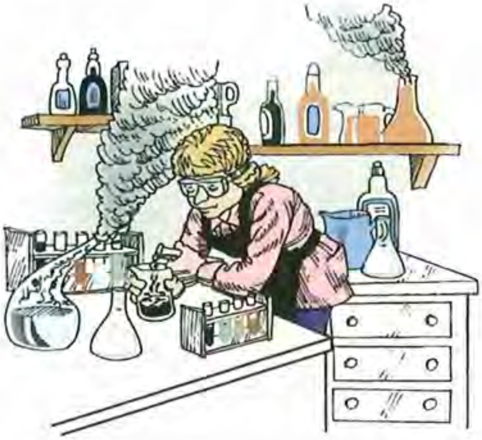
1. This isn't my notebook. It ______ to Mai.
   [✓ a. belongs] b. is belonging
2. Ask Ahmed for your notebook. He ______ it.
   a. has b. is having
3. Your notebook is over there. Ahmed ______ it.
   a. holds b. is holding
4. Look at Olga. She's smiling and dancing. She ______ a good time.
   a. has b. is having
5. Relax. You don't have to tell me any more about it. I ______ you.
   a. believe b. am believing
6. Dinosaurs became extinct a long time ago. They ______ anymore.
   a. don't exist b. aren't existing

☐ Exercise 10. Looking at grammar. (Charts 2-1 → 2-3)

Complete the sentences. Use the simple present or the present progressive of the verbs in parentheses.

1. Look. It (*begin*) ___*is beginning*___ to rain. Unfortunately, I (*have, not**) ______________ my umbrella with me. I (*own, not*) ______________ an umbrella. Spiro is lucky. He (*wear*) ______________ a raincoat. I (*wear*) ______________ a waterproof hat on rainy days.

2. Right now Martha is in the science building. The chemistry experiment she (*do*) ______________ is dangerous, so she (*be*) ______________ very careful. She (*want, not*) ______________ to spill any of the acid. She (*be, always*) ______________ careful when she does a chemistry experiment.



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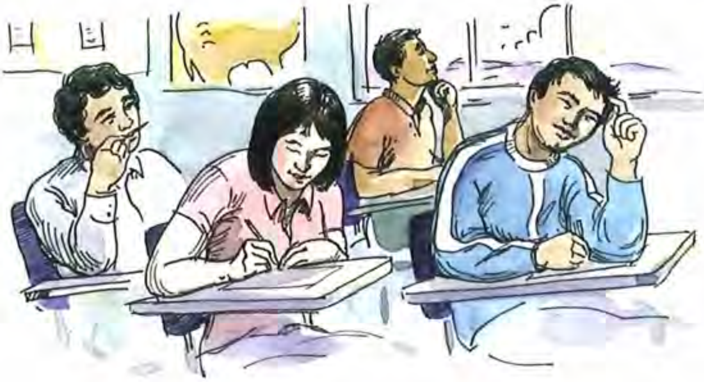
*A form of ***do*** is usually used in the negative when the main verb is ***have,*** especially in American English (AmE) but also commonly in British English (BrE): *I don't have a car.* Using ***have*** without a form of ***do*** is also possible but less common: *I haven't a car.*

3. Right now I (*look*) ______________________ at Nicole. She (*look*) ______________ angry. I wonder what's the matter. She (*have*) ______________ a frown on her face. She certainly (*have, not*) __________________ any fun right now.

4. A: How (*you, like*) ______________________ the soup? (*it, need*) ______________ ______________ more garlic?
   B: No, it (*taste*) ______________ delicious. It (*remind*) ______________ me of my grandmother's soup.

5. A: What (*you, look*) __________________________ at?
   B: You! You (*look*) __________________ like your father.
   A: (*you, think*) ______________________ so? Many people tell me I (*resemble*) __________________ my mother.
   B: I (*see*) __________________ your father's face when I look at you.

6. Right now I (*look*) __________________ around the classroom. Yoko (*write*) __________________ in her book. Carlos (*bite*) __________________ his pencil. Wan-Ning (*scratch*) __________________ his head. Ali (*stare*) __________________ out the window. He (*seem*) ______________ to be daydreaming, but perhaps he (*think*) __________________ hard about verb tenses. What (*you, think*) ____________ ______________ Ali (*do*) __________________?



☐ **Exercise 11. Let's write.** (Charts 2-1 → 2-3)

Go to a place where there are many people (such as a zoo, a hotel lobby, a street corner) or imagine yourself to be there. Describe what you see. Let your reader "see" what you see by drawing a picture in words. Use present tenses. Write one paragraph. Begin with a description of what you are doing: *I am sitting on a bench at the zoo.*

2-4 Regular and Irregular Verbs

Regular Verbs: The simple past and past participle end in *-ed*.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hope	hoped	hoped	hoping
stop	stopped	stopped	stopping
listen	listened	listened	listening
study	studied	studied	studying
start	started	started	starting

English verbs have four principal parts:
(1) simple form
(2) simple past
(3) past participle
(4) present participle

Irregular Verbs: The simple past and past participle do not end in *-ed*.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hit	hit	hit	hitting
find	found	found	finding
swim	swam	swum	swimming
break	broke	broken	breaking

Some verbs have irregular past forms.

Most of the irregular verbs in English are given in the alphabetical list on the inside front and back covers.

2-5 Irregular Verb List

Group 1: All three forms are the same.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
bet	bet	bet	let	let	let
burst	burst	burst	put	put	put
cost	cost	cost	quit	quit	quit
cut	cut	cut	shut	shut	shut
fit	fit/fitted	fit/fitted	split	split	split
hit	hit	hit	spread	spread	spread
hurt	hurt	hurt	upset	upset	upset

Group 2: Past participle ends in *-en*.

awake	awoke	awoken	hide	hid	hidden
bite	bit	bitten	prove	proved	proven/proved
break	broke	broken	ride	rode	ridden
choose	chose	chosen	rise	rose	risen
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	steal	stole	stolen
forget	forgot	forgotten	swell	swelled	swollen/swelled
forgive	forgave	forgiven	take	took	taken
freeze	froze	frozen	wake	woke/waked	woken
get	got	gotten/got*	write	wrote	written
give	gave	given			

* In BrE: *get-got-got.*

Group 3: Vowel changes from *a* in the simple past to *u* in the past participle.

begin	began	begun	shrink	shrank	shrunk
drink	drank	drunk	sing	sang	sung
ring	rang	rung	sink	sank	sunk
run	ran	run	swim	swam	swum

Group 4: Past tense and past participle forms are the same.

bend	bent	bent	mislay	mislaid	mislaid
bleed	bled	bled	pay	paid	paid
bring	brought	brought	read	read	read
build	built	built	say	said	said
burn	burnt	burnt	seek	sought	sought
buy	bought	bought	sell	sold	sold
catch	caught	caught	send	sent	sent
dig	dug	dug	shoot	shot	shot
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	slide	slid	slid
find	found	found	sneak	snuck/sneaked	snuck/sneaked
flee	fled	fled	speed	sped/speeded	sped/speeded
grind	ground	ground	spend	spent	spent
hang	hung	hung	spin	spun	spun
have	had	had	stand	stood	stood
hear	heard	heard	stick	stuck	stuck
hold	held	held	sting	stung	stung
keep	kept	kept	strike	struck	struck
lay	laid	laid	sweep	swept	swept
lead	led	led	swing	swung	swung
leave	left	left	teach	taught	taught
lend	lent	lent	tell	told	told
light	lit/lighted	lit/lighted	think	thought	thought
lose	lost	lost	understand	understood	understood
make	made	made	weep	wept	wept
mean	meant	meant	win	won	won
meet	met	met			

Group 5: Past participle adds *-n* to the simple form, with or without a spelling change.

blow	blew	blown	see	saw	seen
do	did	done	swear	swore	sworn
draw	drew	drawn	tear	tore	torn
fly	flew	flown	throw	threw	thrown
grow	grew	grown	wear	wore	worn
know	knew	known	withdraw	withdrew	withdrawn
lie	lay	lain			

Group 6: The first and third forms are the same.

become	became	become
come	came	come
run	ran	run

Group 7: One of the three forms is very different.

be	was, were	been
go	went	gone

Group 8: Both regular and irregular forms are used. (The regular form is more common in AmE, and the irregular form is more common in BrE.)

burn	burned/burnt	burned/burnt	learn	learned/learnt	learned/learnt
dream	dreamed/dreamt	dreamed/dreamt	smell	smelled/smelt	smelled/smelt
kneel	kneeled/knelt	kneeled/knelt	spill	spilled/spilt	spilled/spilt
lean	leaned/leant	leaned/leant	spoil	spoiled/spoilt	spoiled/spoilt

NOTE: See the inside front and back covers for an alphabetical list of these verbs as well as some additional irregular verbs that occur less frequently. Also included are definitions of the lesser-known verbs.

☐ Exercise 12. Listening. (Charts 2-4 and 2-5)

CD 1
Track 8

Listen to the questions. Complete each answer with the correct form of the verb you hear. NOTE: Exercises 12 through 19 are quick reviews of the simple past of irregular verbs. Which irregular verbs are easy for you? Which ones are more troublesome? Which ones don't you know? Make a note of the verbs that are difficult for you and review them.

Example: You will hear: Did Sara go to class yesterday?
You will write: Yes, she ___*went*___ to class yesterday.

SITUATION 1: Sara is a lazy student. She doesn't care about studying. She was at school yesterday.

1. Yes, she ________________ her notebook.
2. Yes, she ________________ her homework.
3. Yes, she ________________ a lot of mistakes on the writing test.
4. Yes, she ________________ several words incorrectly.
5. Yes, she ________________ another student's homework to copy.

SITUATION 2: Jim is a serious student. He loves to learn. He was at school yesterday.

6. Yes, he ____________________ his homework.
7. Yes, he ____________________ the homework.
8. Yes, he ____________________ his homework to class.
9. Yes, he ____________________ a good grade on the test.
10. Yes, he ____________________ all the answers on the test.

SITUATION 3: Ms. Brooks is a good English teacher. She's also friendly. She taught yesterday.

11. Yes, she ____________________ class on time.
12. Yes, she ____________________ clearly.
13. Yes, she ____________________ a fair test.
14. Yes, she ____________________ extra time helping her students.
15. Yes, she ____________________ her students jokes.
16. Yes, she ____________________ her students a song.
17. Yes, she ____________________ with her students.

☐ Exercise 13. Let's talk: pairwork. (Charts 2-4 and 2-5)

Work with a partner. Partner A asks the questions. Partner B answers the questions with ***Yes*** and a complete sentence. NOTE: Although a short answer is usually given to a yes/no question (*Did you sit down? Yes, I did.*), practice the long answer in these exercises.

SITUATION: Imagine that you came to class today with a big bandage on your finger. You were in a pet store yesterday. You were thinking of buying a parrot, but it bit you.

Example:
PARTNER A (*book open*): Did you go somewhere?
PARTNER B (*book closed*): Yes, I went somewhere. OR Yes, I did. I went somewhere.

1. Did you find a pet store?
2. Did you buy a parrot?
3. Did you take it out of its cage?
4. Did you have some trouble with it
5. Did it bite you?

Change roles.

6. Did you leave the pet store?
7. Did you go to a doctor?
8. Did you drive to the doctor's office?
9. Did she put a bandage on your finger?
10. Did you pay her?

☐ Exercise 14. Listening. (Charts 2-4 and 2-5)

CD 1
Track 9

Listen to the questions. Complete each answer with the correct form of the verb you hear.

SITUATION: A group of friends was at the beach yesterday.

1. Yes, they ________________ in the water.
2. Yes, they ________________ in the waves.
3. Yes, they ________________ down in the waves.
4. Yes, they ________________ barefoot on the sand.
5. Yes, they ________________ in the sun.
6. Yes, they ________________ sunscreen.
7. Yes, they ________________ in the sand.
8. Yes, they ________________ giant sandcastles.
9. Yes, they ________________ their names in the sand.
10. Yes, they ________________ pictures in the sand.
11. Yes, they ________________ their feet in the sand.
12. Yes, they ________________ songs.
13. Yes, some bees ________________ them.
14. Yes, they ________________ the sunset.

☐ Exercise 15. Let's talk: pairwork. (Charts 2-4 and 2-5)

Work with a partner. Partner A asks the questions. Partner B answers the questions with ***Yes*** and a complete sentence.

SITUATION: You just came back from a vacation in Greece.

Example: Did you fly back last night?
PARTNER A (*book open*): Did you fly back last night?
PARTNER B (*book closed*): Yes, I flew back last night.

1. Did you have a great trip?
2. Did you come back feeling rested?
3. Did you meet many people?
4. Did you hang out with* local people?
5. Did you do a lot of tourist activities?
6. Did you stand on the Acropolis?
7. Did you spend time in museums?

Change roles.

8. Did you buy some Greek sandals?
9. Did you speak a little Greek?
10. Did you eat in typical Greek restaurants?
11. Did you get my emails?
12. Did you bring me a present?
13. Did you send me a postcard?
14. Were you sad to leave Greece?

☐ Exercise 16. Listening. (Charts 2-4 and 2-5)

CD 1
Track 10

Listen to the questions. Complete each answer with the correct form of the verb you hear.

SITUATION: Maria was sick yesterday.

1. Yes, she ________________ up sick.
2. Yes, she ________________ a cold.
3. Yes, her head ________________.
4. Yes, she ________________ her temperature.
5. Yes, she ________________ a fever.
6. Yes, she ________________ bad.
7. Yes, she ________________ her pajamas on.
8. Yes, she ________________ on the couch.
9. Yes, she ________________ for several hours.
10. Yes, she ________________ about scary things.
11. Yes, she ________________ some chicken soup.
12. Yes, she ________________ to the doctor.
13. Yes, she ________________ some medicine.
14. Yes, she ________________ the instructions on the label.

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* *hang out with* = spend time with.

☐ Exercise 17. Let's talk: pairwork. (Charts 2-4 and 2-5)

Work with a partner. Partner A asks the questions. Partner B answers the questions with ***Yes*** and a complete sentence. NOTE: Use the appropriate pronoun (***he/she***) in the questions.

SITUATION: You come to class very, very tired. You live with a noisy roommate and didn't get much sleep. NOTE: Tell your partner if you have a male or female roommate.

Example: Did you have a bad night?
PARTNER A (*book open*): Did you have a bad night?
PARTNER B (*book closed*): Yes, I had a bad night.

1. Did your roommate wake you up a lot?
2. Did you hear a lot of noise?
3. Did your roommate's cell phone ring many times?
4. Did she/he fight with someone?
5. Did she/he put on a CD?
6. Did she/he sing loudly?
7. Did she/he make breakfast at midnight?

Change roles.

8. Did she/he grind some coffee beans first?
9. Did she/he feed the neighbor's cats?
10. Did she/he sweep the floor afterwards?
11. Did she/he know you were awake?
12. Did she/he mean to wake you up?
13. Did she/he upset you?
14. Were you upset?

☐ Exercise 18. Listening. (Charts 2-4 and 2-5)

CD 1
Track 11

Listen to the beginning of each sentence. Circle the correct completion(s). More than one completion may be possible.

1.	happy.	good about my decision.	on some ice.
2.	two classes.	about his wife.	at night.
3.	the car with gas?	sick?	okay?
4.	with colored pencils.	several faces.	for several hours.
5.	in the woods.	some money.	the rain.
6.	a picture.	from the math class.	some money from the bank.
7.	my hand.	some rice.	was cooking.
8.	the washing machine?	these jeans?	my shirt?
9.	at the sad ending.	the actors.	when the play finished.
10.	over the fence.	very quickly.	in a sunny spot.

☐ Exercise 19. Listening. (Charts 2-4 and 2-5)

CD 1
Track 12

Part I. Anna had a bad experience last night. Listen to her story with your book closed. Then open your book and listen to the statements. Circle "T" for true and "F" for false.

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F

Part II. Listen again. Complete the sentences with the verbs you hear.

I ___1___ a terrible experience last night. You won't believe what happened! A thief ___2___ into my apartment while I was asleep. There I was, just sleeping peacefully when someone ___3___ the glass in the sliding door!

The sound ___4___ me up. I ___5___ the sliding door open, so I reached for the phone by the bed and called the police. My voice ___6___ as I told the operator there was an intruder in my home.

I ___7___ in my bedroom closet while the thief was sneaking around my office. Soon I ___8___ sirens as the police ___9___ to my building. From the crack in the closet door, I ___10___ the thief as he ___11___ outside with my computer.

The police jumped out of their cars and followed the thief, but he managed to get away in a car that was waiting for him. The police ___12___ back in their cars and drove after him. Later I learned that they ___13___ the thief a few miles from my building.

I ___14___ really frightened by all this. It really ___15___ me, as you can imagine. I think I'll stay at my sister's house tonight.

☐ Exercise 20. Warm-up: listening. (Chart 2-6)

CD 1
Track 13

Listen to each pair of verbs. Decide if the verb endings have the same sound or a different sound.

Examples: You will hear: talked, pushed
You will choose: [✓ same] different

You will hear: rented, called
You will choose: same [✓ different]

1. same different
2. same different
3. same different
4. same different
5. same different
6. same different
7. same different
8. same different
9. same different

2-6 Regular Verbs: Pronunciation of *-ed* Endings

Final ***-ed*** has three different pronunciations: /t/, /d/, and /əd/. The schwa /ə/ is an unstressed vowel sound. It is pronounced like *a* in *alone* in normal, rapid speech (e.g., *She lives alone.*).

(a) looked → look/t/ clapped → clap/t/ missed → miss/t/ watched → watch/t/ finished → finish/t/ laughed → laugh/t/	Final ***-ed*** is pronounced /t/ after voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: "k," "p," "s," "ch," "sh," "f."
(b) smelled → smell/d/ saved → save/d/ cleaned → clean/d/ robbed → rob/d/ played → play/d/	Final ***-ed*** is pronounced /d/ after voiced sounds. Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: "l," "v," "n," "b," and all vowel sounds.
(c) decided → decide/əd/ needed → need/əd/ wanted → want/əd/ invited → invite/əd/	Final ***-ed*** is pronounced /əd/ after "t" and "d" sounds. The sound /əd/ adds a whole syllable to a word. COMPARE: looked = one syllable → look/t/ smelled = one syllable → smell/d/ needed = two syllables → need/əd/

☐ **Exercise 21. Listening.** (Chart 2-6)

Listen to each word. Circle the pronunciation of the ***-ed*** ending you hear.

CD 1
Track 14

1. /t/ /d/ /əd/
2. /t/ /d/ /əd/
3. /t/ /d/ /əd/
4. /t/ /d/ /əd/
5. /t/ /d/ /əd/
6. /t/ /d/ /əd/
7. /t/ /d/ /əd/
8. /t/ /d/ /əd/
9. /t/ /d/ /əd/

☐ **Exercise 22. Listening and pronunciation.** (Chart 2-6)

Listen to the sentences. Practice saying them aloud. Write the pronunciations of the ***-ed*** endings you hear.

CD 1
Track 15

1. Olga blinked /t/, yawned /   /, and stretched /   /.
2. Mrs. Olsen mopped /   / the kitchen floor, vacuumed /   / the carpet, and dusted /   / the furniture.
3. The meeting started /   / late and ended /   / early.
4. My friend jumped /   / up and down and yelled /   / when she got the news.
5. The airplane departed /   / at six and landed /   / at eight.
6. When I asked /   / the doctor about some medication, he suggested /   / a new one.

☐ Exercise 23. Let's talk: small groups. (Chart 2-6)

Work in small groups. Take turns choosing a verb from the list in any order you wish. Say the simple past. Your classmates will write that word in the correct column.

accept
believe
chase
complain
die
fix
miss
need
play
push
rain
request
thank
work
worry

/t/	/d/	/əd/

☐ Exercise 24. Let's talk: pairwork. (Chart 2-6)

Practice pronouncing the ***-ed*** endings.

Part I. Check (✓) all the activities you did yesterday. Tell your partner about them.

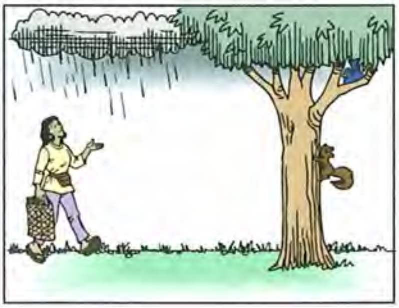
- ___ combed my hair
- ___ brushed my teeth
- ___ cooked breakfast
- ___ waited for a bus
- ___ walked to school
- ___ washed clothes
- ___ typed an email
- ___ worked on a computer
- ___ exercised
- ___ talked on the phone
- ___ surfed the internet
- ___ translated some words
- ___ added some numbers
- ___ cleaned my room
- ___ listened to music

Part II. Choose four to six activities your partner talked about. Tell the class about them.

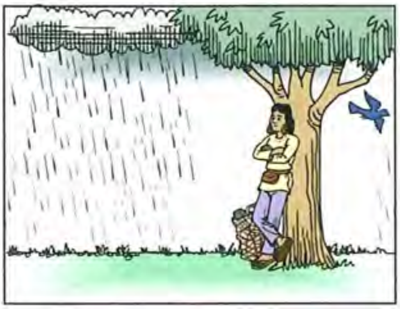
☐ Exercise 25. Warm-up. (Charts 2-7 and 2-8)

Write the complete sentence (a. or b.) that correctly describes each scene.

a. Rita was standing under a tree when it began to rain.
b. Rita stood under a tree when it began to rain.

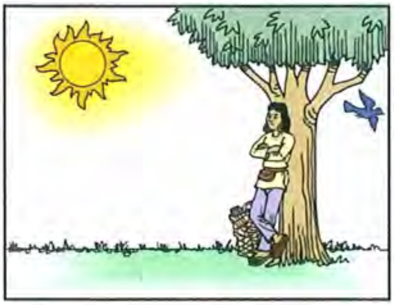


1st: It began to rain.

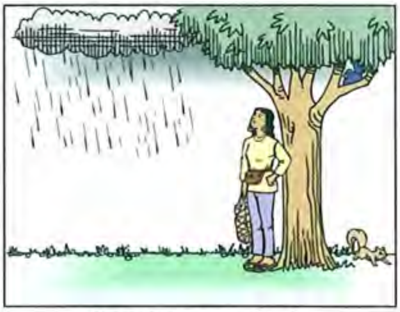


2nd: Rita stood under a tree.

SCENE 1: ____



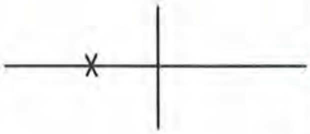
1st: Rita stood under a tree.



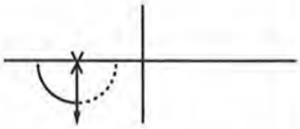
2nd: It began to rain.

SCENE 2: ____

2-7 Simple Past

	(a) I *walked* to school yesterday. (b) John *lived* in Paris for ten years, but now he lives in Rome. (c) I *bought* a new car three days ago.	The simple past indicates that an activity or situation *began and ended at a particular time in the past.*
	(d) Rita *stood* under a tree *when it began to rain.* (e) *When Mrs. Chu heard a strange noise,* she *got* up to investigate. (f) *When I dropped my cup,* the coffee *spilled* on my lap.	If a sentence contains ***when*** and has the simple past in both clauses, the action in the *when*-clause happens first. In (d): 1st: The rain began. 2nd: Rita stood under a tree.

2-8 Past Progressive

	(g) I *was walking* down the street when it began to rain. (h) While I *was walking* down the street, it began to rain. (i) Rita *was standing* under a tree when it began to rain. (j) At eight o'clock last night, I *was studying.*	In (g): 1st: I was walking down the street. 2nd: It began to rain. Both actions occurred at the same time, but *one action began earlier and was in progress when the other action occurred.* In (j): My studying began before 8:00, was in progress at that time, and probably continued.
	(k) While I *was studying* in one room of our apartment, my roommate *was having* a party in the other room.	Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.

☐ Exercise 26. Let's talk. (Charts 2-7 and 2-8)

Choose the question or statement you would expect the speaker to say. Discuss your answers. Work in pairs, in small groups, or as a class.

1. When I went to bed late last night, I noticed that the light was on in your bedroom.
   a. Were you reading? b. Did you read?

2. Jane's cousin was at the party last night.
   a. Were you meeting him?   b. Did you meet him?

3. A small airplane flew over our house several times last night.
   a. We were sitting out on the patio, and it made us nervous.
   b. We sat out on the patio, and it made us nervous.

4. I'm not sure if I met Carol Jones at the party last night. Describe her for me.
   a. What was she wearing?   b. What did she wear?

☐ Exercise 27. Looking at grammar. (Charts 2-7 and 2-8)

Complete the sentences. Use the simple past or the past progressive of the verbs in parentheses.

1. I am sitting in class right now. I (*sit*) ___was sitting___ in class at this exact same time yesterday.

2. I (*call*) ______ Roger at nine last night, but he (*be, not*) ______ at home. He (*study*) ______ at the library.

3. I (*hear, not*) ______ the thunder during the storm last night because I (*sleep*) ______.

4. It was beautiful yesterday when we went for a walk in the park. The sun (*shine*) ______. A cool breeze (*blow*) ______. The birds (*sing*) ______.

5. My brother and sister (*argue*) ______ about something when I (*walk*) ______ into the room.

6. I got a package in the mail. When I (*open*) ______ it, I (*find*) ______ a surprise.

7. While Mrs. Emerson (*read*) ______ the little boy a story, he (*fall*) ______ asleep, so she (*close*) ______ the book and quietly (*sneak*) ______ out of the room.

8. A: (*you, hear*) ______ what the teacher just said?
   B: No, I (*listen, not*) ______. I (*think*) ______ about something else.

9. I really enjoyed my last vacation. While it (*snow*) ______ in Iowa, the sun (*shine*) ______ in Florida. While you (*shovel*) ______ snow in Iowa all last week, I (*lie*) ______ on a beach in Florida.

☐ Exercise 28. Let's talk: pairwork. (Charts 2-7 and 2-8)

Work with a partner. Complete the sentences with the given verbs and the words in parentheses. Use the simple past or the past progressive. Role-play one of the dialogues for the rest of the class or a small group of classmates. Try not to look at your book when you perform the dialogue.

1. *call, wait*

A: Why weren't you at the meeting?

B: I _______________ for an overseas call from my family.

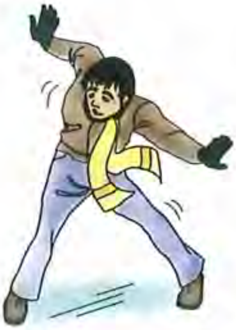
A: (*they*) _______________?

B: Yes. It was wonderful to hear from them.

2. *break, cross, slip*

A: How (*you*) _______________ your arm?

B: I _______________ on the ice while I _______________ the street in front of the dorm.



3. *find, look, park*

A: You're late again! You were supposed to be here ten minutes ago. Where were you?

B: I _______________ for a place to park.

A: (*you*) _______________ one?

B: Well, yes and no. I _______________ my car illegally.

4. *ask, decide, look, see, work*

A: How did it go? (*you*) _______________ the manager for a raise when you _______________ her yesterday?

B: No, she _______________ on a big presentation for next week. She _______________ pretty busy. I _______________ to wait until later.

5. *drive, get, happen, keep, pay, see*

A: I had a bad day yesterday.

B: Oh? What _______________?

A: I _______________ a traffic ticket.

B: Really? That's too bad. What was it for?

A: For running a red light. I _______________ home and (*not*) _______________ attention to the road. I (*not*) _______________ the red light and just _______________ driving.

☐ Exercise 29. Grammar and listening. (Charts 2-7 and 2-8)

CD 1
Track 16

Complete the sentences. Use the simple past or the past progressive form of the verbs in the list. Then listen to the passage to check your completions. Use each verb only one time.

be find look sit speak stop walk

It was my first day of class. I finally ____________________ 1 the right room. The room ____________________ 2 already full of students.

On one side of the room, students were talking to each other in Japanese or Arabic. On the other side, students ____________________ 3 in Spanish or Portuguese. It sounded like the United Nations. Some of the students, however, ____________________ 4 quietly by themselves, not talking to anyone.

I ____________________ 5 for an empty seat in the last row and sat down. In a few minutes, the teacher ____________________ 6 into the room, and all the multilingual conversation suddenly ____________________ 7.

☐ Exercise 30. Let's talk. (Charts 2-7 and 2-8)

Watch a classmate perform a pantomime. Then in pairs, in small groups, or as a class, describe the actions in the pantomime step by step. Pay special attention to the use of past verb forms in the descriptions. SUGGESTION: Watch and describe a few pantomimes in each class period for the next week or two in order to keep practicing past verbs.

Example: washing one's hands

→ She was standing at a sink. She turned on the faucet. Then she picked up some soap. While she was washing her hands, the soap slipped out of her hands and dropped to the floor. She bent over to pick it up. Then she finished washing her hands and turned off the faucet. At the end, she wiped her hands on a towel.

Possible pantomime subjects:

- opening a door with a key
- taking a picture with a camera
- reading a newspaper while drinking a cup of coffee
- being unable to start a car; looking under the hood

☐ Exercise 31. Let's write. (Charts 2-7 and 2-8)

In writing, describe one or more of your classmates' pantomimes. Give a title to the pantomime and identify the pantomimist. Use a few time words to show the order in which the actions were performed: *first, next, then, after that, before, when, while, etc.*

☐ Exercise 32. Let's write. (Charts 2-1 → 2-8)

First, write about your first day or two in this country or city. Use past tense verbs. What did you do? What did you think? What did you see? Who did you meet? Did you have any interesting experiences? How did you feel about this place?

Second, write about how you feel about this place now. In what ways are your present experiences here different from your earlier experiences?

☐ **Exercise 33. Warm-up.** (Chart 2-9)
Check (✓) the sentences that are correct. What do you notice about the use of ***always*** with verb tenses in these sentences?

1. ___ Nadia is always talking on the phone when I'm trying to study.
2. ___ Frank always studies in the library after school.
3. ___ My friends always do their homework together.
4. ___ Our math teacher is always giving us surprise quizzes.

2-9 Using Progressive Verbs with *Always*

(a) Mary *always leaves* for school at 7:45.	In sentences referring to present time, usually the simple present is used with ***always*** to describe habitual or everyday activities, as in (a).
(b) Mary *is always leaving* her dirty socks on the floor for me to pick up! Who does she think I am? Her maid?	In special circumstances, a speaker may use the present progressive with ***always*** to express annoyance, as in (b).
(c) I am *always/forever/constantly picking* up Mary's dirty socks!	In addition to ***always***, the words ***forever*** and ***constantly*** are used with progressive verbs to express annoyance.

☐ **Exercise 34. Let's talk.** (Chart 2-9)
Your roommate, Jack, has many bad habits. These bad habits annoy you. Pretend you are speaking to a friend and complaining about Jack. Use the present progressive of a verb in Column A and complete the sentence with a phrase from Column B. Use ***always, constantly,*** or ***forever*** in each sentence. Say your sentence aloud with annoyance in your voice.

Example: He's always messing up the kitchen!

Column A

1. mess up
2. leave
3. borrow
4. try
5. brag
6. crack
7. forget

Column B

a. about himself
✓ b. the kitchen
c. my clothes without asking me
d. to give me my phone messages
e. his dirty dishes on the table
f. to show me he's smarter than me*
g. his knuckles while I'm trying to study

☐ **Exercise 35. In your own words.** (Chart 2-9)
Complete the sentences with your own words.

A: I don't know if I can stand Sue as a roommate one more day. She's driving me crazy.

B: Oh? What's wrong?

A: Well, for one thing she's always ______________________________ !
1

---

*In formal English, a subject pronoun follows ***than:*** *He's older than I (am).* In everyday informal English, an object pronoun is frequently used after ***than:*** *He's older than me.*

B: Really?

A: And not only that. She's forever ______________________________ 2 !

B: That must be a hassle for you.

A: It is. And what's more, she's constantly ______________________________ 3 !

Can you believe that? And she's always ______________________________ 4 !

B: I think you're right. You need to find a new roommate.

☐ Exercise 36. Warm-up. (Chart 2-10)

Read the two short dialogues. What do you notice about the word order? How is the focus different?

1. A: What was Hans doing when you arrived?
   B: He was reading a book in bed.
2. A: Where was Hans when you arrived?
   B: He was in bed reading a book.

2-10 Using Expressions of Place with Progressive Verbs

(a) — What is Kay doing? — She*'s studying **in her room**.*	In usual word order, an expression of place follows a verb. In (a): *is studying* + ***in her room*** = the focus is on Kay's activity.
(b) — Where's Kay? — She*'s **in her room** studying.*	An expression of place can sometimes come between the auxiliary ***be*** and the ***-ing*** verb in a progressive verb form. In (b): *was* + ***in her room*** + *studying* = the focus is on Kay's location.

☐ Exercise 37. Looking at grammar. (Chart 2-10)

Work individually, in small groups, or as a class. Use the given verbs and expressions of place to complete the dialogues. Use usual word order if the focus is on an activity in progress. If the focus is on the person's location, put the expression of place between ***be*** and the ***-ing*** verb.

1. *listen to music \ in her room*

   A: Where's Sally?

   B: *She's in her room listening to music.*

2. *listen to music \ in the living room*

   A: What's Soon doing?

   B: He's *listening to music in the living room.*

3. *watch TV \ in his bedroom*

   A: Where was Jim when you got home?

   B: He was ______________________________

4. *watch TV \ in his bedroom*

A: What was Jim doing when you got home?

B: He was ______

5. *take a nap \ on the couch in the living room*

A: What's Kurt doing?

B: He's ______

6. *take a nap \ on the couch in the living room*

A: Where's Kurt?

B: He's ______

7. *attend a conference \ in Singapore*

A: Where's Ms. Chang this week?

B: She's ______

☐ Exercise 38. Check your knowledge. (Chapter 2)

Correct the errors.

1. Breakfast is an important meal. I'm always eating breakfast.
2. While I was working in my office yesterday, my cousin stops by to visit me.
3. Yuki staied home because she catched a bad cold.
4. My brother is looks like our father, but I am resembling my mother.
5. Jun, are you listen to me? I am talk to you!
6. While I was surfing the internet yesterday, I was finding a really interesting Web site.
7. Did you spoke English before you were come here?
8. Yesterday, while I was working at my computer, Shelley was suddenly coming into the room. I wasn't knowing she was there. I was concentrate hard on my work. When she suddenly speak, I am jump. She startle me.

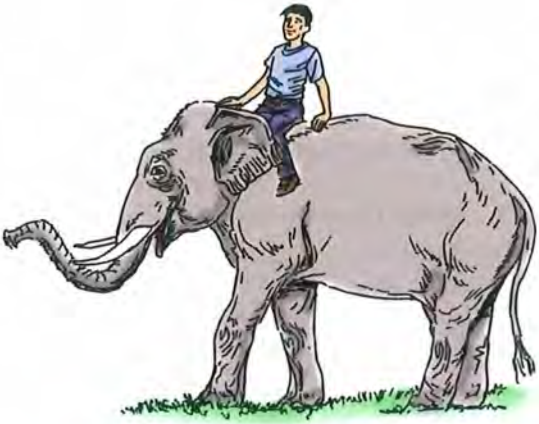
Chapter 3

Perfect and Perfect Progressive Tenses

☐ **Exercise 1. Let's talk: pairwork.** (Charts 2-4 and 2-5)
Work with a partner to review past participles. Partner A asks questions beginning with ***Have you ever***. Partner B answers the questions with ***No, I haven't. I've never . . . .***

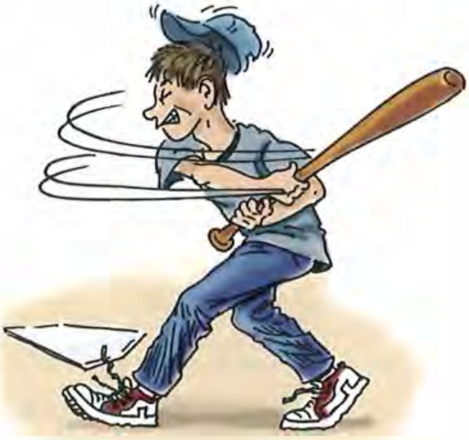
Example: see a silent film
PARTNER A (*book open*): Have you ever seen a silent film?
PARTNER B (*book closed*): No, I haven't. I've never seen a silent film.

1. buy a boat
2. break a window
3. hide from the police
4. teach English
5. make ice cream
6. win a contest
7. ride an elephant
8. fly an airplane
9. catch a butterfly
10. leave your umbrella at a restaurant
11. dig a hole to plant a tree
12. drive a school bus
13. draw a picture of yourself



Change roles.

14. build a house
15. forget your own name
16. fall off a ladder
17. hold a poisonous snake
18. steal anything
19. eat a duck egg
20. swing a baseball bat
21. feed a lion
22. split wood with an axe
23. hit a baseball
24. read a play by Shakespeare
25. grow tomatoes from seed
26. tear a page out of a library book



☐ **Exercise 2. Let's listen and talk.** (Charts 1-6 and 2-4)

CD 1
Track 17

You will hear a sentence and the beginning of a question. Complete the question with the past participle of the verb you heard in the first sentence. Have you ever done these things? Circle *yes* or *no*. Tell another student some of the things you have and haven't done.

Example: You will hear: I took an English test. Have you ever . . . ?

You will write: Have you ever ___taken___ an English test? [✓ yes] no

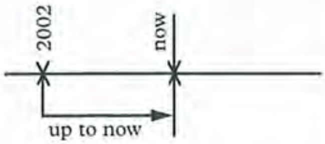
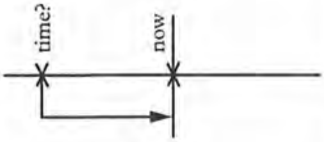
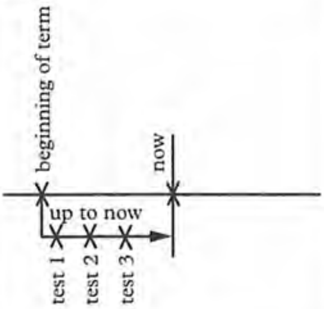
1. Have you ever ________ a book? yes no
2. Have you ever ________ your wallet? yes no
3. Have you ever ________ a mountain? yes no
4. Have you ever ________ a speech to a large audience? yes no
5. Have you ever ________ a lie? yes no
6. Have you ever ________ in public? yes no
7. Have you ever ________ on a motorcycle? yes no
8. Have you ever ________ Turkish coffee? yes no
9. Have you ever ________ a cooking class? yes no
10. Have you ever ________ hands with a famous person? yes no
11. Have you ever ________ another person with English? yes no
12. Have you ever ________ in a tent? yes no
13. Have you ever ________ a truck? yes no
14. Have you ever ________ a car accident? yes no
15. Have you ever ________ biology? yes no
16. Have you ever ________ a violin? yes no

☐ **Exercise 3. Warm-up.** (Chart 3-1)

Complete the sentences with your own words. What do you notice about the verb tenses in blue? In which sentences do the situations continue from the past until now?

1. I got up at ________ (*time*) today.
2. I have been awake since ________ (*time*).
3. I am studying English grammar in this class. I have come to this class
________ (*number*) times so far this month.
4. I took my first English class in ________ (*year*).

3-1 Present Perfect

(a) 	(a) Mrs. Oh ***has been*** a teacher *since* 2002. (b) I ***have been*** in this city *since* last May. (c) We ***have been*** here *since* nine o'clock. (d) Rita knows Rob. They met two months ago. She ***has known*** him *for* two months. I met him three years ago. I ***have known*** him *for* three years. (e) I ***have known*** Rob *since* I was in high school.	The present perfect is often used with *since* and *for* to talk about *situations that began in the past and continue up to now.* In (a): SITUATION = being a teacher TIME FRAME = from 2002 up to now Notice the use of *since* vs. *for* in the examples: ***since*** + *a specific point in time* (e.g., *2002, last May, nine o'clock*) ***for*** + *a length of time* (e.g., *two months, three years*) In (e): ***since*** + *a time clause* (i.e., a subject and verb may follow *since*).*
(f) 	(f) — ***Have*** you *ever* ***seen*** snow? — No, I ***haven't***. I***'ve*** *never* ***seen*** snow. But Anna has ***seen*** snow. (g) ***Have*** you ***finished*** your homework *yet*? I *still* ***haven't finished*** mine. Jack ***has*** *already* ***finished*** his.	The present perfect can talk about *events that have* (*or haven't*) *happened before now.* The exact time of the event is unspecified. The adverbs *ever, never, yet, still,* and *already* are often used with the present perfect. In (f): EVENT = seeing snow TIME FRAME = from the beginning of their lives up to now In (g): EVENT = doing homework TIME FRAME = from the time the people started up to now
(h)  beginning of term now up to now test 1 test 2 test 3	(h) We ***have had*** three tests *so far* this term. (i) I***'ve met*** many people *since* I came here.	The present perfect can also express *an event that has occurred repeatedly from a point in the past up to the present time. The event may happen again.* In (h): REPEATED EVENT = taking tests TIME FRAME = from the beginning of the term up to now In (i): REPEATED EVENT = meeting people TIME FRAME = from the time I came here up to now
CONTRACTIONS: (j) ***I've*** been there. ***You've*** been there. ***We've*** been there. ***They've*** been there. ***He's*** been there. ***She's*** been there. ***It's*** been interesting.		***Have*** and ***has*** are usually contracted with personal pronouns in informal writing, as in (j). NOTE: ***He's there. He's = He is*** ***He's been there. He's = He has***

*See Chart 18-2, p. 388, for more information about time clauses.

☐ Exercise 4. Looking at grammar. (Chart 3-1)

Complete the sentences with ***since*** or ***for***.

1. There has been snow on the ground ___________ New Year's Day.
2. The weather has been cold ___________ a long time.
3. Maria has studied English ___________ less than a year.
4. Mr. and Mrs. Roberts have been together ___________ they were in college.
5. They have known each other ___________ more than fifty years.
6. We haven't seen Aziz ___________ last month.
7. I've had a cold ___________ over a week.
8. I haven't heard from my sister ___________ the beginning of March.

☐ Exercise 5. Let's talk. (Chart 3-1)

Complete the sentences with any appropriate time expression. Work in pairs, in small groups, or as a class.

1. Today is ___*the 14th of June*___. I bought this book ___*two weeks*___ ago.
   I have had this book since ___*the first of June*___.
   I have had this book for ___*two weeks*___.

2. I moved to this city ___________________________.
   I have been in this city since ___________________________.
   I have been here for ___________________________.

3. It is the year ___________________________.
   I started going to school in the year ___________________________.
   I've been a student for ___________________________.
   I've been a student since ___________________________.

4. I first met our teacher ___________________________.
   I've known her/him for ___________________________.
   I've known her/him since ___________________________.

5. I have (*a*/*an*) _________________ that I bought _____________________ ago.
   I have had it since ___________________________.
   I have had it for ___________________________.

☐ Exercise 6. Let's talk. (Chart 3-1)

Answer the questions in complete sentences. Student B will use ***for***. Student C will use ***since***. Close your book.

Example: To A: When did you come here? To B: Use ***for***. To C: Or, using ***since?***
TEACHER: When did you come here?
STUDENT A: I came here on June 2nd.
TEACHER: How long has (*Student A*) been here? Use ***for***.
STUDENT B: He/She has been here for two weeks.
TEACHER: Or, using ***since?***
STUDENT C: He's/She's been here since June 2nd.

1. To A: When did you get to class today?
   To B: How long has (____) been in class? Use *for.* To C: Or, using *since?*
2. To A: What time did you get up this morning?
   To B: How long has (____) been up? Use *for.* To C: Or, using *since?*
3. To A: Who in this class owns a car/bicycle? When did you buy it?
   To B: How long has (____) had a car/bicycle? Use *for.* To C: Or, using *since?*
4. To A: Who is wearing a watch? When did you get it?
   To B: How long has (____) had his/her watch? Use *for.* To C: Or, using *since?*
5. To A: Who is married? When did you get married?
   To B: How long has (____) been married? Use *for.* To C: Or, using *since?*
6. To A: Do you know (____)? When did you meet him/her?
   To B: How long has (____) known (____)? Use *for.* To C: Or, using *since?*

☐ Exercise 7. Looking at grammar. (Chart 3-1)

Underline the present perfect verbs. What is the time frame in each situation?

Example: I haven't attended any parties since I came to this city. I don't know anyone here.
→ *Present perfect verb: haven't attended*
→ *Time frame: from the time the speaker arrived in this city to the present time*

1. So far this week, I've had two tests and a quiz. And it's only Wednesday!
2. Try not to be absent from class again for the rest of the term. You've already missed too many classes.
3. I'm really hungry. I haven't eaten since I got up.
4. Nadia started her homework right after dinner, but she still hasn't finished it. She probably won't be able to go to bed until after midnight.
5. A: Hi, Judy. Welcome to the party. Have you ever met my cousin?
   B: No, I haven't.

6. A: Do you like lobster?
   B: I don't know. I've never eaten it.

7. A: How did you like the book I lent you?
   B: Gosh, I'm sorry, but I haven't read it yet. I haven't had time.

☐ Exercise 8. Let's talk. (Chart 3-1)

Answer the questions. Work in pairs, in small groups, or as a class.

Example:
SPEAKER A (*book open*): How many tests have you taken since you started coming to this class?
SPEAKER B (*book closed*): I have taken (*three, several, many*) tests since I started coming to this class. OR I haven't taken any tests since I started coming to this class.

1. How many textbooks have you bought since the beginning of the year?
2. How many emails have you gotten so far this week/month?
3. How many emails have you written since the beginning of the week/month?
4. How many questions have I asked so far?
5. How many times have you flown in an airplane?

(*Change roles if working in pairs.*)

6. How many people have you met since you came here?
7. How many classes have you missed since the beginning of the semester?
8. How many cups of coffee have you had since you got up this morning?
9. How many classes have you had so far today?
10. How many times have you eaten your native food at a restaurant this month?

☐ Exercise 9. Let's write and talk. (Chart 3-1)

What are some interesting and unusual things you have done in your lifetime? Answer this question by writing four to six sentences, some of them true and some of them false. Then share your sentences with a partner, a small group, or the class, who will guess whether your statement is true or false.

Example:
SPEAKER A: I have jumped from an airplane.
SPEAKER B: I think that's false.
SPEAKER A: You're right. I've never jumped from an airplane, but I've thought about going skydiving sometime.

☐ Exercise 10. Warm-up: listening. (Chart 3-2)

CD 1
Track 18

Listen for reduced speech in these sentences. How are ***have*** and ***has*** pronounced?

1. The Browns have decided to grow their own vegetables.
2. It's past midnight. Where have you been?
3. Laura has offered to help us move into our new apartment.
4. Is Nick in trouble again? What has he done this time?
5. Janet has traveled all over the world.
6. Her parents have traveled a lot too.

3-2 *Have* and *Has* in Spoken English

(a) ***How have*** you been?
Spoken: How/v/ you been? OR
How/əv/ you been?

(b) ***Jane has*** already eaten lunch.
Spoken: Jane/z/ already eaten lunch. OR
Jane/əz/ already eaten lunch.

(c) ***Mike has*** already left.
Spoken: Mike/s/ already left. OR
Mike/əs/ already left.

In spoken English, the present perfect helping verbs ***has*** and ***have*** are often reduced following nouns and question words.*

In (a): ***have*** can sound like /v/ or /əv/.

In (b): ***has*** can sound like /z/ or /əz/.

In (c): ***has*** can sound like /s/ or /əs/.**

NOTE: *Jane/z/ eaten.* ***Jane's = Jane has***
Jane/z/ here. ***Jane's = Jane is***

Mike/s/ left. ***Mike's = Mike has***
Mike/s/ here. ***Mike's = Mike is***

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*In very informal writing, ***has*** is sometimes contracted with nouns (e.g., ***Jane's*** *already eaten.*) and question words (e.g., ***Where's*** *he gone?*). ***Have*** is rarely contracted in writing except with pronouns (e.g., ***I've***). See Chart 3-1 for written contractions of ***have*** and ***has*** with pronouns. See Appendix Chart C for more information about contractions in general.

See Chart 6-1, p. 85, for the pronunciation of final *-s*** after voiced and voiceless sounds.

☐ Exercise 11. Listening. (Chart 3-2)

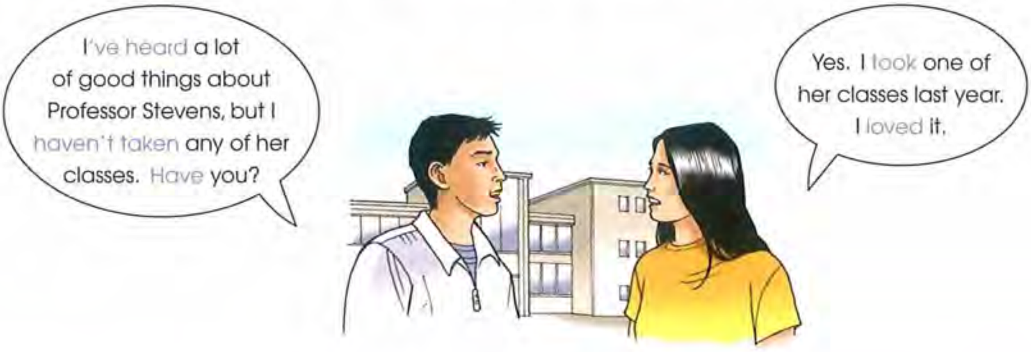
CD 1
Track 19

Listen to the sentences. You will hear reduced forms for ***have, has,*** and ***is,*** but you will write their full (non-reduced) forms and any other words you hear.

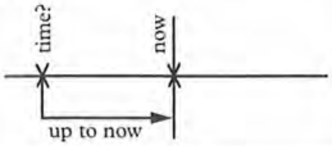
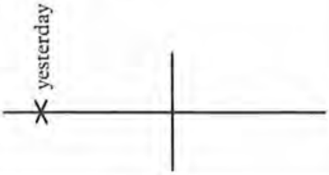
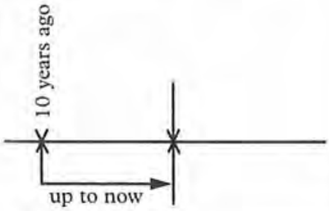
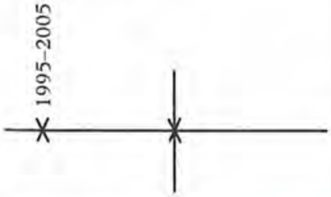
Example: You will hear: Sorry I'm late. How long have you been here?
You will write: How long ___*have you been*___ here?

1. My teacher ______________ in the classroom.
2. Your teacher ____________________________.
3. All of the other teachers ________________________________ too.
4. You're late! Where ____________________________?
5. Susan has a guilty look on her face. What ____________________________?
6. Finally! The mail _______________________.
7. My neighbors _______________________ in the same apartment for over thirty years.
8. Vicky ____________________________ a trip to Brazil.
9. It's great to see you. How ____________________________?
10. India _______________________ an independent country since 1947.
11. The weather ________________________________ very nice.
12. The weather _______________________ warm lately.
13. The children ____________________________ their drawings.
14. Ruth ____________________________ four novels so far this month.

☐ **Exercise 12. Warm-up.** (Chart 3-3)
What do you notice about the verb tenses in blue? Discuss the differences.


I've heard a lot of good things about Professor Stevens, but I haven't taken any of her classes. Have you?
Yes. I took one of her classes last year. I loved it.

3-3 Present Perfect vs. Simple Past

Present Perfect  time? now up to now	(a) I *'ve met* Linda, but I *haven't met* her husband. *Have* you *met* them?	The PRESENT PERFECT is used to talk about *past events when there is no specific mention of time.* In (a): The speaker is talking about *some unspecified time before now.*
Simple Past  	(b) I *met* Helen *yesterday* at a party. Her husband *was* there too, but I *didn't meet* him. *Did* you *meet* them at the party?	The SIMPLE PAST is used when there is *a specific mention of time.* In (b): The speaker is thinking of a specific time: yesterday.
Present Perfect  10 years ago up to now	(c) Sam *has been* a teacher *for* ten years. He loves teaching.	The PRESENT PERFECT is used for *situations that began in the past and continue to the present.* In (c): The present perfect tells us that Sam is still a teacher now.
Simple Past  	(d) Jim *was* a teacher *for* ten years, from 1995 to 2005. Now he is a salesman.	The SIMPLE PAST is used for *situations that began and ended in the past.* In (d): The simple past tells us that Jim is not a teacher now.

☐ Exercise 13. Looking at grammar. (Charts 2-6 and 3-3)

Complete the sentences. Use the simple past or the present perfect form of the verbs in parentheses.

1. Fatima is from a hot, arid part of her country. She (*see, never*) ____________________ ____________________ snow.
2. Last January, I (*see*) ____________________ snow for the first time in my life.
3. Last night my friend and I (*have*) ____________________ some free time, so we (*go*) ____________________ to a show.
4. Since classes began, I (*have, not*) ____________________ much free time. My classes keep me really busy.
5. Ming Won (*be*) ____________________ in this class for three months. His English is getting better and better. He plans to take this class until the end of May.
6. Mrs. Perez (*be*) ____________________ in our class for three months, but then she left school to get a job.
7. Late-breaking news! A major earthquake (*occur, just*) ____________________ in southern California. It (*occur*) ____________________ at 9:25 A.M. Pacific Standard Time.
8. I admit that I (*get**) ____________________ older since I last (*see*) ____________________ you, but with any luck at all, I (*get, also*) ____________________ wiser.
9. A: Are you taking Chemistry 101 this semester?

   B: No, I (*take, already***) ____________________ it. I (*take*) ____________________ it last semester. This semester I'm in 102.
10. Greg Adams? Yes, I know him. I (*know*) ____________________ him since college.
11. Joe North passed away? I'm sorry to hear that. I (*know*) ____________________ him well when we were in college together.

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*COMPARE:

(a) ***I have gotten*** OR ***have got*** *four letters so far this week.* In this sentence, *have gotten / have got* is present perfect. (NOTE: *Got* is used as the past participle of *get* in both American English and British English. *Gotten* occurs only in American English.)

(b) ***I have got*** *a problem.* In this sentence, *have got* is NOT present perfect. *I've got a problem = I have a problem.* The expression *have got* means "have" and is common in informal spoken English. Its meaning is present; it has no past form.

**Typically, the present perfect is used in sentences with *already, yet,* and *just,* but in some situations the simple past is also commonly used with these adverbs in informal English, especially American English, with no difference in meaning.

☐ Exercise 14. Let's talk: find someone who . . . . (Charts 3-1 and 3-3)

Walk around the room. Ask a complete question for each item using the present perfect of the given verb. Begin your questions with ***Have you ever***. When you find someone who answers "yes," ask a follow-up question using the *wh*-word and the simple past.

Example: see a bear? Where?
SPEAKER A: (Hassan), have you ever seen a bear?
SPEAKER B: No, I haven't.
SPEAKER A: Okay. Thanks.
(Maria), have you ever seen a bear?
SPEAKER C: Yes, I have.
SPEAKER A: Really? Where did you see it?
SPEAKER C: In a zoo.

Have you ever . . .

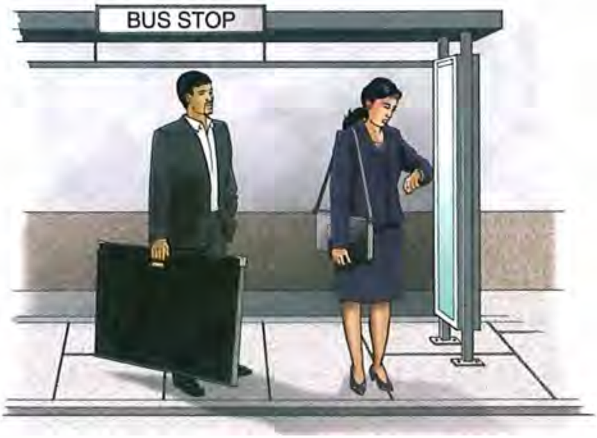
1. break something valuable? What . . . ?
2. lose something important? What . . . ?
3. stay up all night? Why . . . ?
4. travel to an interesting place? Where . . . ?
5. be in a car accident? When . . . ?
6. play a team sport? Which . . . ?

☐ Exercise 15. Warm-up. (Chart 3-4)

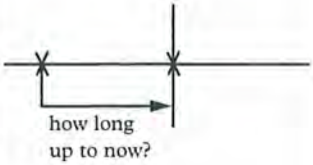
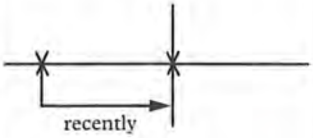
Check (✓) each correct sentence. NOTE: One sentence in each group is incorrect.

1. Anita is at the bus stop.
   a. ___ She is waiting for the bus.
   b. ___ She is waiting for the bus for fifteen minutes.
   c. ___ She has been waiting for the bus for fifteen minutes.

2. Tarik is at the bus stop too.
   a. ___ He is standing beside Anita.
   b. ___ He is standing there since five o'clock.
   c. ___ He has been standing there since five o'clock.



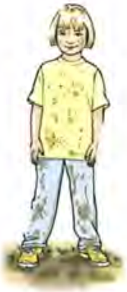
3-4 Present Perfect Progressive

	(a) Right now I ***am sitting*** at my desk. (b) I ***have been sitting*** at my desk *since* seven o'clock. I ***have been sitting*** here *for* two hours. (c) It***'s been raining*** *all day*. It's still *raining* right now.	COMPARE: In (a): The PRESENT PROGRESSIVE expresses *an activity in progress right now.* (See Chart 2-2, p. 14.) In (b): The PRESENT PERFECT PROGRESSIVE expresses *how long* an activity has been in progress. In other words, it expresses *the duration of an activity that began in the past and continues to the present.* Time expressions often used with this tense are • *since* and *for*, as in (b). • *all day/all morning/all week*, as in (c). NOTE: In (c): ***It's*** *been raining.* ***It's*** = ***It has*** ***It's*** *still raining.* ***It's*** = ***It is***
	(d) I***'ve known*** Alex *since* he was a child. *INCORRECT:* ~~I've been knowing~~ Alex since he was a child.	For non-progressive verbs such as *know*, the present perfect (not the present perfect progressive) is used to express the *duration of a situation that began in the past and continues to the present.* (See Charts 2-3, p. 16, and 3-1, p. 38.)
	(e) How long ***have*** you ***been living*** here? (f) How long ***have*** you ***lived*** here? (g) Al ***has been wearing*** glasses since he was ten. (h) Al ***has worn*** glasses since he was ten.	For some (not all) verbs, the idea of *how long* can be expressed by either tense — the present perfect progressive or the present perfect. NOTE: (e) and (f) have the same meaning; (g) and (h) have the same meaning. Either tense can be used only when the verb expresses the duration of present activities or situations that happen regularly, usually, habitually: e.g., *live, work, teach, study, wear glasses, play chess, etc.*
	(i) I***'ve been thinking*** about looking for a different job. This one doesn't pay enough. (j) All of the students ***have been studying*** hard. Final exams start next week.	When the tense is used without any mention of time, it expresses a general activity in progress recently, lately. For example, (i) means *I've been thinking about this recently, lately.*

☐ Exercise 16. Looking at grammar. (Chart 3-4)

Complete the sentences. Use the present progressive or the present perfect progressive form of the verbs in parentheses.

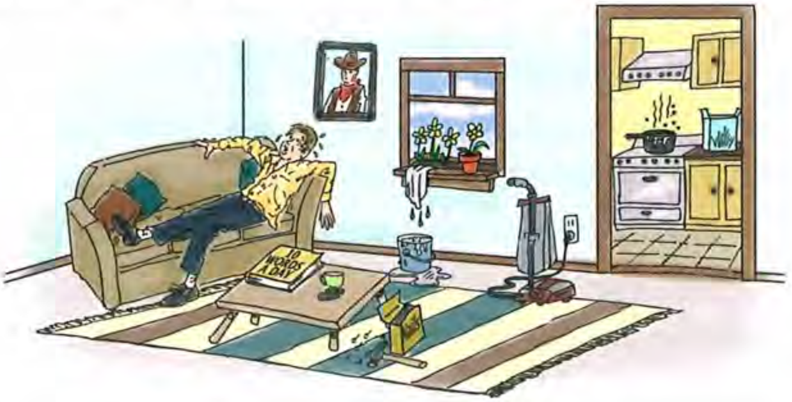
1. Mr. and Mrs. Jones (*sit*) ___are sitting___ outside on their porch right now. They (*sit*) ___have been sitting___ there since after dinner.
2. The test begins at 1:00. Right now it's 11:00. Sara is at the library. She (*review*) ______________ her notes right now. She (*review*) ______________ her notes all morning.
3. Marco is in a store. He (*stand*) ______________ at a checkout counter right now. He (*stand*) ______________ there for over five minutes. He wishes he could find a salesperson. He wants to buy a pair of jeans.
4. The little girl is dirty from head to foot because she (*play*) ______________ in the mud.



5. The children are excited about the concert. They (*practice*) ______________ a lot in the last few weeks. They're going to sing for their parents.
6. My back hurts, so I (*sleep*) ______________ on a pad on the floor lately. The bed is too soft.

☐ Exercise 17. Let's write. (Charts 2-6, 3-1, and 3-4)

Write about the picture using the verbs in the list and the verb form given in each item.



cook fix memorize plant vacuum wash

1. Tom has had a busy day so far. Right now, he's taking a break. What has Tom been doing? Write at least four sentences on another piece of paper. Use the present perfect progressive.
2. Rewrite your sentences using *yesterday*. Use the simple past.
3. Rewrite your sentences using *just*. Use the present perfect.

☐ Exercise 18. Listening. (Charts 3-1 and 3-4)

CD 1
Track 20

Listen to the dialogue one time with your book closed. Then, with your book open, listen again and write the words you hear.

A: Good to see you! So what ______1______ up to lately?

B: Not too much. ______2______ it easy.

A: How nice! Glad to hear you ______3______ too hard. By the way, ______4______ your parents? I ______5______ them for a while.

B: ______6______ great. ______7______ now that they're retired.

A: How long ______8______ retired?

B: Gosh, I don't know. ______9______ a couple of years now.

A: So ______10______ a lot*?

B: Yeah. ______11______ in warm, sunny places in the winter and ______12______ summers here.

A: What a great way to spend retirement! I'm glad to hear ______13______ themselves.

☐ Exercise 19. Looking at grammar. (Charts 3-1 and 3-4)

Complete the sentences. Use the verb in *italics* in the first sentence of each item to complete the remaining sentence(s). Use the present perfect or the present perfect progressive. In some sentences, either verb form is correct.

1. I'*m trying* to study. I ___have been trying___ to study **for** the last hour, but something always seems to interrupt me. I think I'd better go to the library.
2. Joe *has* an old bicycle. He ___has had___ the same bicycle **for** twenty years.
3. Matt *works* at the ABC Company. He ___has worked / has been working___ there **since** 2005.
4. Toshi *is waiting* for his friend. He ____________ for her **since** five o'clock. She's late for their date.
5. I *like* cowboy movies. I ____________ cowboy movies ever **since** I was a child.

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*Notice: A statement form (not a question form) can sometimes be used to ask a question by using a rising intonation at the end of a sentence.

6. Susie *is watching* a cowboy movie. She ____________________ it **for** over two hours without a break.

7. Dr. Chang *teaches* math. He is an excellent teacher. He ____________________ ____________________ math at this school **for** more than 25 years.

8. Sue and Rick *are playing* tennis right now and they're getting tired. They ____________________ **since** nine o'clock this morning. Sue's winning. She's the better tennis player. She ____________________ tennis **since** she was ten. Rick started playing only last year.

☐ Exercise 20. Listening. (Charts 3-1 and 3-4)

Listen to the description of each item and complete the sentence that follows it. Use the present perfect and the present perfect progressive.

CD 1
Track 21

Example: You will hear: Manuel has called Eva five times in the last hour, but her line is busy. He'll keep trying until he reaches her.

You will write: Manuel (*try*) ___has been trying___ to reach Eva for ___an hour___ to talk about their plans for the weekend.

1. Susan (*wait*) ____________________ in the doctor's office since ____________________. She hopes she doesn't have to wait much longer.
2. Alexi (*own*) ____________________ his motorcycle for ____________________.
3. Joe (*decide, not*) ____________________ which job to take yet. He'll decide soon.
4. Mika is frustrated. She (*sit*) ____________________ in rush-hour traffic since ____________________. She's going to be very late for work.
5. Andrew and Donna (*play*) ____________________ chess for __________ hours.

☐ Exercise 21. Let's write. (Charts 3-1, 3-3, and 3-4)

Choose one topic to write about.

Topics:

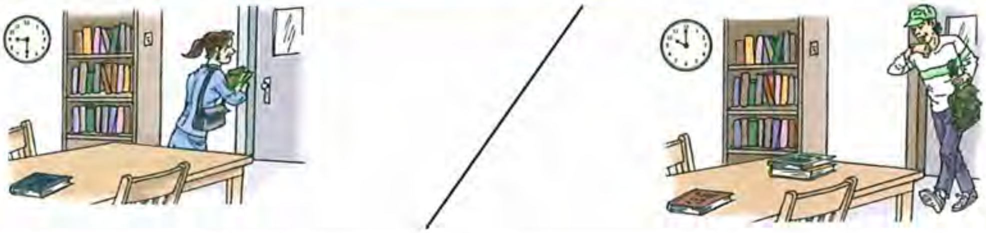
1. Write about your first day in this class. What did you see, hear, feel, think? Then write about what you have done and have been doing in this class since the first day.
2. Describe your last week at home before you came to this city/country. Then describe what you have done and have been doing since you arrived here.

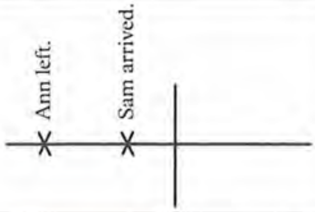
☐ Exercise 22. Warm-up. (Chart 3-5)

Each of the following talks about two events. Which event happened first?

1. The teacher stood up. Someone had knocked on the classroom door.
2. I looked at the chalkboard. The teacher had written my name there.

3-5 Past Perfect



	(a) Sam arrived at 10:00. Ann left at 9:30. In other words, Ann had already left when Sam arrived. The past perfect expresses *an activity that was complete before another activity or time in the past.*
(b) *By the time* Sam got there, Ann had already left.	In (a): 1st: Ann left. 2nd: Sam arrived. Adverb clauses with *by the time* are frequently used with the past perfect in the main clause, as in (b).*
(c) Sam had left *before* Ann got there. (d) Sam left *before* Ann got there. (e) *After* the guests had left, I went to bed. (f) *After* the guests left, I went to bed.	If either *before* or *after* is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used, as in (d) and (f). NOTE: (c) and (d) have the same meaning; (e) and (f) have the same meaning.
(g) *Actual spoken words:* I lost my keys. (h) *Reported words:* Jenny **said that** she had lost her keys.	The past perfect is commonly used in reported speech.** If the actual spoken words use the simple past, the past perfect is often used in reporting those words, as in (h). Common reporting verbs include *tell (someone), say, find out, learn,* and *discover.*
(i) *Written:* Bill felt great that evening. Earlier in the day, Annie had caught one fish, and he had caught three. They had had a delicious picnic near the lake and then had gone swimming again. It had been a nearly perfect vacation day.	The past perfect is often found in more formal writing such as fiction. In (i), the fiction writer uses the simple past to say that an event happened (*Bill felt great*), and then uses the past perfect to explain what had happened before that event.
(j) I'd finished. You'd finished. We'd finished. They'd finished. She'd finished. He'd finished. It'd finished.	***Had*** is often contracted with personal pronouns in informal writing. NOTE: ***I'd finished. I'd = I had*** ***I'd like to go. I'd = I would***

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*For more information about *by the time,* see Chart 17-2, p. 368.

**For more information about verb form usage in reported speech, see Chart 12-7, p. 261.

☐ Exercise 23. Looking at grammar. (Charts 2-6 and 3-5)

Use the simple past or the past perfect form of the verbs in parentheses to complete the sentences. In some cases, either tense is correct.

1. Samir (*be*) ____was / had been____ a newspaper reporter before he (*become*) ____became____ a businessman.

2. I (*feel*) ______________ a little better after I (*take*) ______________ the medicine.

3. I was late. The teacher (*give, already*) ______________ a quiz when I (*get*) ______________ to class.

4. It was raining hard, but by the time class (*be*) ______________ over, the rain (*stop*) ______________.

5. Millions of years ago, dinosaurs (*roam*) ______________ the earth, but they (*become*) ______________ extinct by the time people first (*appear*) ______________.

6. I (*see, never*) ______________ any of Picasso's paintings before I (*visit*) ______________ the art museum.

7. After work, I went to Rosa's office to give her a ride home, but I couldn't find her. She (*leave*) ______________ with someone else.

8. I got ready to pay the bill, but when I (*look*) ______________ in my pocket, I discovered that I (*leave*) ______________ my wallet at home. With some embarrassment, I told my friend that I (*forget*) ______________ my wallet. She kindly (*offer*) ______________ to pay my part of the bill for me.

9. Yesterday at a meeting, I (*see*) ____________________ Rick Collins, an old friend of mine. I (*see, not*) ________________________ him in years. At first, I (*recognize, not*) ____________________________ him because he (*lose*) ________________________ a great deal of weight.

10. In 1980, my parents (*emigrate*) ________________________ to the United States from China. They (*travel, never*) ____________________________ outside of China and were, of course, excited by the challenge of relocating to a foreign country. Eventually, they (*settle*) ____________________ in California. My sister and I were born there and (*grow*) ____________________ up there. Last year, I (*go*) ____________________ to China for the first time to study at Beijing University. I (*want, always*) ________________ ________________________________ to visit China and learn more about my own family background. My dreams finally came true.

☐ Exercise 24. Looking at grammar. (Chart 3-5)

Underline the past perfect verbs. Which of the passages is typical of fiction writing? Which of the passages is typical of spoken English? What are the differences in verb form usage?

1. The thief simply walked in. Mrs. Garcia had forgotten to lock the door. Her son's school had called to say that he was ill, so she had rushed out the door without thinking to lock it.

2. Hey, Anna! Did you hear? A thief got into Mrs. Garcia's house. Yeah. She forgot to lock the door. The school called and told her that her son was sick, so she rushed out the door without locking it.

3. Sometime in 1995, Mr. Parvaz took a long, hard look at his life. He had had the same job for almost three decades. His dear wife had passed away. His children had grown and moved away. So he quit his job, packed everything he owned, and moved to London. That was the beginning of his adventure.

☐ Exercise 25. Warm-up: listening. (Chart 3-6)

CD 1
Track 22

Listen for reduced speech in these sentences. How is ***had*** pronounced?

1. I'm sorry we missed the meeting. We had forgotten about it.
2. The movie had already begun by the time we got there.
3. I couldn't change my schedule. I had already planned my day.
4. I got home late. My roommate had already gone to bed.

3-6 *Had* in Spoken English

(a) ***Joe had*** already heard the story. *Spoken:* Joe/d/ already heard the story. OR Joe/əd/ already heard the story. (b) ***Who had*** been there before you? *Spoken:* Who/d/ been there before you? OR Who/əd/ been there before you?	In spoken English, the helping verb ***had*** in the past perfect is often reduced following nouns and question words. It can be pronounced as /d/ or as /əd/.*
(c) The dog ***had*** a bone. *Spoken:* The dog *had* a bone.	***Had*** is not reduced when it is a main verb, as in (c).

*See Chart 3-5 for written contractions of ***had*** with pronouns.

☐ Exercise 26. Listening. (Chart 3-6)

CD 1
Track 23

Listen for reduced forms of ***had***. If you hear a reduced form, underline ***had*** and the word it is combined with. Practice saying the reduced forms.

Examples: You will hear: Anna had missed the bus.
You will underline: Anna had missed the bus.

You will hear: She had a headache.
You will underline: (*nothing*)

1. We had never seen it. He had never seen it. They had never seen it.
2. We got home late. The children had already fallen asleep.
3. My roommates had finished dinner by the time I got home.
4. My roommates had dinner early.
5. We couldn't drive across the river. The flood had washed away the bridge.
6. You were at Jim's at 8:00. Where had you been before that?
7. I had never visited there before. I'd like to go again. I had a good time.

☐ Exercise 27. Listening. (Charts 3-2 and 3-6)

CD 1
Track 24

Listen to the sentences. You will hear reduced forms for ***have, had, is,*** and ***would,*** but you will write their non-reduced forms.

1. You're a new student, aren't you? How long ___have___ you been in this country?
2. You must miss your old neighbor. How long ________ you known Mr. Kim before he moved away?
3. You're looking for Jack? Jack ________ left. He isn't here.
4. We were late, and Natasha ________ left by the time we got there.
5. Unfortunately, I didn't have my cell phone with me when we got lost. I ________ left it at home.

6. Since we're teachers, we have the summers off and do a lot of traveling. We ________________ like to travel to Africa next.

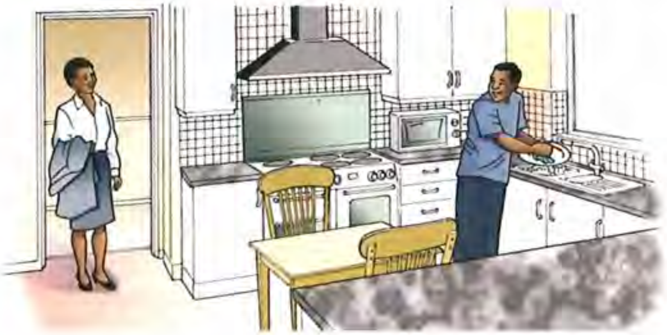
7. Talk about long marriages! Can you believe that Mr. and Mrs. Cho ________________ been married for 65 years?

8. Serena ________________ an amazing chef. She ________________ created so many new and popular dishes that it's almost impossible to get a reservation at her restaurant.

☐ Exercise 28. Listening. (Charts 3-5 and 3-6)

CD 1
Track 25

First listen to the whole passage. Then listen again, and write the words that you hear.



A Pleasant Surprise

Last night, Amy got home from work two hours late. Usually she's home by 7:30, but last night she didn't get there until almost 9:30.

When she got home, her husband, Jamal, ______________1______________ dinner and was washing the dishes. With a worried tone in his voice, he **asked** her where ______________2______________. She **told** him ______________3______________ to work late, and then, on her way home, ______________4______________ a big accident that had slowed traffic to a crawl. He **asked** her why she ______________5______________. She **said** ______________6______________ to recharge her cell phone, so she couldn't call him.

Jamal smiled warmly and said that he was just glad that she was safely home. Then he offered to make her dinner — which she gratefully accepted. A home-cooked meal sounded wonderful. ______________7______________ a long day!

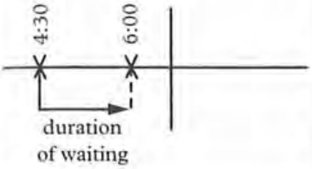
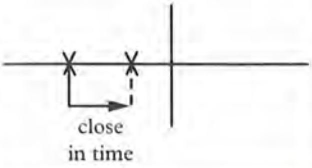
☐ **Exercise 29. Warm-up.** (Chart 3-7)

Which sentence (a. or b.) logically follows each statement? Discuss the meanings of the verbs in blue.

1. I have been working outside for almost an hour. ____
2. I had been working outside for almost an hour. ____
   a. It's hot. I think I'll go inside.
   b. But I got too hot and came inside.

3. I have been waiting for Jack since 5:00. ____
4. I had been waiting for Jack since 5:00. ____
   a. Then I left.
   b. And I'm still here.

3-7 Past Perfect Progressive

	(a) Eric finally came at six o'clock. I *had been waiting* for him *since* four-thirty. (b) The police *had been looking* for the criminal *for* two years before they caught him.	The past perfect progressive emphasizes the *duration of an activity that was in progress before another activity or time in the past.* NOTE: The past perfect progressive is used infrequently compared to other verb tenses.
	(c) When Judy got home, her hair was still wet because she *had been* swimming. (d) I went to Ed's house after the funeral. His eyes were red because he *had been crying.*	This tense also may express an activity *in progress close in time to another activity or time in the past.*
(e) *Actual spoken words:* I *have been waiting* for you. (f) *Reported words:* Lia **told me that** she *had been waiting* for me.		The past perfect progressive also occurs in reported speech. See Chart 3-5, examples (g) and (h).

☐ **Exercise 30. Looking at grammar.** (Charts 3-4 and 3-7)

Complete the sentences. Use the present perfect progressive or the past perfect progressive form of the verbs in parentheses.

1. We (*wait*) have been waiting for Nancy for the last two hours, but she still hasn't arrived.
2. We (*wait*) had been waiting for Nancy for over three hours before she finally arrived yesterday.
3. It is midnight. I (*study*) ____________ for five straight hours. No wonder I'm getting tired.

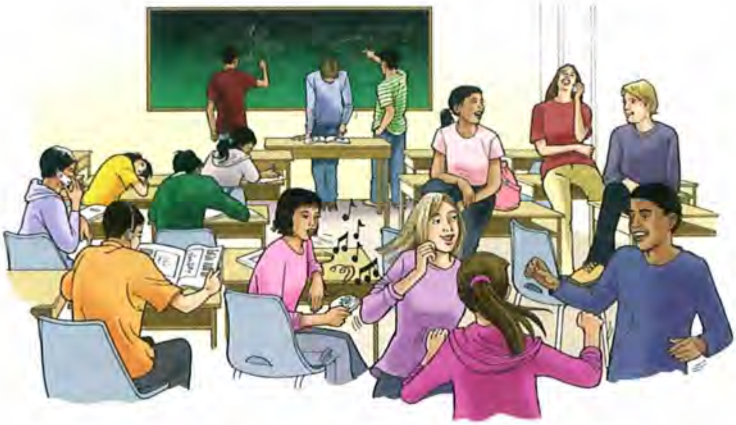
4. It was midnight. I (*study*) ______________________ for five straight hours. No wonder I was getting tired.

5. Jack suddenly realized that the teacher was asking him a question. He couldn't answer because he (*daydream*) ______________________ for the last ten minutes.

6. Wake up! You (*sleep*) ______________________ long enough. It's time to get up.

☐ Exercise 31. Looking at grammar. (Chart 3-7)

Complete the sentences. Use the past perfect progressive form of the verbs in the list (or your own words).



dance	draw	look	play	✓sing	study	talk

SITUATION: Ms. Reed, a teacher, left the classroom for fifteen minutes. During that time, her students did whatever they wanted. When she came back, ...

1. She learned that a few students ___*had been singing*___ loudly.
2. She found out that a couple of students ______________________ on cell phones.
3. Someone told her that one student ______________________ loud music.
4. She heard that several students ______________________ in the aisles.
5. She found out that a group of students ______________________ in her grade book.
6. She saw that a couple of students ______________________ pictures on the board.
7. She happily discovered that a few students ______________________ the whole time.

☐ Exercise 32. Let's talk: class activity. (Chapters 1 → 3)

Discuss the meaning of the verb forms and answer the questions about each pair of sentences. Work in pairs, in small groups, or as a class.

1. a. When the rain stopped, Gloria was riding her bicycle to work.
   b. When the rain stopped, Paul jumped on his bicycle and rode to work.

   QUESTION: Who got wet on the way to work?

   ANSWER: Gloria.

2. a. Ms. Lincoln taught at this school for nine years.
   b. Mr. Sanchez has taught at this school for nine years.

   QUESTION: Who is teaching at this school now?

3. a. Alice was opening the door when the doorbell rang.
   b. George walked to the door after the doorbell rang.

   QUESTION: Who had been expecting a visitor?

4. a. Donna lived in Chicago for five years.
   b. Carlos has been living in Chicago for five years.

   QUESTION: Who still lives in Chicago?

5. a. Jane put some lotion on her face because she had been lying in the sun.
   b. Sue put some lotion on her face because she was lying in the sun.

   QUESTION: Who put lotion on her face after she finished sunbathing?

6. a. I looked across the street. Mr. Fox was waving at me.
   b. I looked across the street. Mrs. Cook waved at me.

   QUESTION: Who began to wave at me before I looked across the street?

7. a. Dan was leaving the room when I walked in.
   b. Sam had left the room when I walked in.

   QUESTION: Who did I see when I came into the room?

8. a. Ken went to the store because he was running out of food.
   b. Ann went to the store because she had run out of food.

   QUESTION: Who is better at planning ahead?

9. a. Jack had been studying Spanish since he was in elementary school. He spoke it very well by the time he moved to Peru.
   b. Robert has been studying Spanish since he was in elementary school. His Spanish is getting quite good.

   QUESTION: Who is studying Spanish in school?

☐ Exercise 33. Listening. (Chapters 1 → 3)

Listen to each situation. Choose the sentence (a. or b.) that correctly describes it.

CD 1
Track 26

Example: You will hear: Haven't you finished your term paper yet? You've been working on it for three days. It's due tomorrow, you know, Alice.

You will circle: [✓ a.] Alice has been working on her term paper.
b. Alice finished her term paper three days ago.

1. a. Yoko knows how to ski now.
   b. Yoko is learning to ski.
2. a. Yoko knows how to ski now.
   b. Yoko is learning to ski.
3. a. Mia is working as an auto mechanic right now.
   b. Mia has experience as an auto mechanic.
4. a. Jon is traveling now.
   b. Jon has traveled in the past, but he isn't traveling now.
5. a. Jon is currently working in sales.
   b. Jon no longer works in sales.

☐ Exercise 34. Check your knowledge. (Chapters 1 → 3)

Correct the errors.

1. Since I came to this country, I am learning a lot about the way of life here.
2. I arrive here only a short time ago. I am here since last Friday.
3. How long you been living here? I been here for almost two years.
4. Why you no have been in class for the last couple of days?
5. I am coaching a soccer team for the last two months.
6. My grandfather had lived in a small village in Italy when he was a child. At nineteen, he had moved to Rome, where he had met and had married my grandmother in 1957. My father had been born in Rome in 1960. I am born in Rome in 1989.
7. I'm living in my cousin's apartment since I have arrived here. It very small, and we are sharing the bedroom. I am needing my own place, but I don't find one so far.
8. When I was a child, I had lived with my grandmother instead of my parents. Grandpa has die before I am born, so I never knew him. Grandma raised me alone.

☐ Exercise 35. Let's talk. (Chapters 1 → 3)

From the given situation, make up a "chain story." One person begins the story; then others continue the story in turn, using cue words from the list. The cue words may be used in any order and may be used more than once. Work in small groups or as a class.

Example: (Pierre) had a terrible day yesterday. The trouble began early in the morning. His alarm clock rang at 7:00.

SPEAKER A: ***When*** his alarm clock rang, he got out of bed and stepped on a snake. He was nearly frightened to death, but the snake got away without biting him.

SPEAKER B: ***After*** the snake left, Pierre got dressed in a hurry and ran downstairs to have breakfast.

SPEAKER C: ***While*** he was running downstairs, he fell and broke his arm. Etc.

after
after that
already
as soon as
before
because
by the time
for (a length of time)
later
never
next
since
then
when
while

Possible beginning sentences:

1. (_____) had a terrible day yesterday.
2. (_____) had a great vacation last summer.
3. (_____) got into a lot of trouble a couple of days ago.
4. (_____) had an interesting experience last week.
5. (*Make up your own beginning sentence.*)

☐ Exercise 36. Let's write and talk: small groups. (Chapters 1 → 3)

Form a group and sit in a circle. On a separate sheet of paper, write the following sentence, using the name of the person sitting to your right: (. . .) *had a strange experience yesterday.*

Then write two or three additional sentences and pass your paper to the person sitting to your left, who will continue the story. Continue to pass the papers to the left until everyone in the group has had a chance to write part of each story.

Then decide which story in your group is the most entertaining or the most interesting. As a group, make any necessary corrections in grammar or spelling. Read the story aloud to the rest of the class. NOTE: You may wish to establish a time limit for each contribution to the story. (Use a buzzer or bell, or appoint someone to say "pass.") When the time limit is up, each person must pass his/her paper to the left even if it contains an unfinished sentence. The next person will then have to finish the sentence and continue writing the story.

☐ Exercise 37. Let's write. (Chapters 1 → 3)

Choose one to write about.

1. Describe the state of the world in the year of your birth. What significant or historical events occurred or were occurring at that time? Who were the leaders of your country? Then describe the changes that have occurred since that time and discuss the state of the world today.
2. Describe your family in the year you were born. Where were they living and working? Were they in a good situation? Who did your family consist of? Who in your family hadn't been born yet? Then describe the changes in your family that have occurred since the year of your birth and your family's current situation.

Chapter 4

Future Time

☐ Exercise 1. What do I already know? (Chapter 4)

Look at the verbs in *italics*. Do the sentences express present or future time?

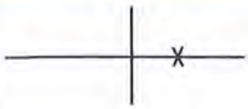
1. The students *are going to give* oral reports today. present [✓ future]
2. I'*m beginning* a new job next week. present future
3. Look. It'*s beginning* to rain. present future
4. The teacher *will be* in her office after class today. present future
5. When class *is* over, the teacher will be in her office. present future
6. Finally, class *is* over. Let's get a cup of coffee. present future
7. Oh no! We *have* only five minutes to make our train! present future
8. Our train *leaves* from Track 37 in five minutes. present future
9. The soccer team *is playing* in Barcelona next week. present future
10. The soccer team *is playing* well today. They're winning. present future

☐ Exercise 2. Warm-up. (Chart 4-1)

Correct the errors.

1. Marie will cooks some chicken and rice for dinner tonight.
2. Where you will be tomorrow morning?
3. I no will ride the bus to work tomorrow.
4. Marco will probably to call us this evening.
5. I going to look for a new apartment.

4-1 Simple Future: *Will* and *Be Going To*

	(a) Jack ***will*** *finish* his work tomorrow. (b) Jack ***is going to*** *finish* his work tomorrow.	***Will*** and ***be going to*** express future time and often have essentially the same meaning. Examples (a) and (b) have the same meaning. See Chart 4-2 for differences in meaning between the two forms.

Will

(c) Anna ***will*** *come* tomorrow around 5:00. INCORRECT: Anna ~~wills~~ come. INCORRECT: Anna ~~will~~ comes. INCORRECT: Anna ~~will~~ to come.	***Will*** typically expresses predictions about the future, as in (c). ***Will*** does not take a final ***-s***. ***Will*** is followed immediately by the simple form of a verb.
(d) Alex ***will not*** *be* here tomorrow. Peter ***won't*** *be* here either.	NEGATIVE: ***will*** + ***not*** = ***won't***
(e) ***Will*** *you be* here tomorrow? How ***will*** *you get* here?	QUESTION: ***will*** + *subject* + *main verb* In (e): The speaker is asking for information about a future event.*
(f) *Spoken* or *written:* *I'll* be there. (g) *Spoken:* *Tom'll* be there too. *Written:* *Tom* ***will*** be there too. (h) *Spoken* or *very informal writing:* *Nobody'll* notice. *That'll* be fun. *There'll* be a test tomorrow.	CONTRACTIONS WITH PRONOUNS AND NOUNS: ***Will*** is often contracted with pronouns in both speaking and informal writing: *I'll, you'll, she'll, he'll, it'll, we'll, they'll.* ***Will*** is also often contracted with nouns in speaking but usually not in writing, as in (g). In very informal writing, ***will*** may be contracted with other kinds of pronouns and *there*, as in (h).

Be Going To

(i) Anna ***is going to*** *come* tomorrow around 5:00. (j) *Informally spoken:* Anna***'s gonna*** *come* tomorrow around 5:00. (k) Tom ***isn't going to*** *come.* (l) ***Are*** *you* ***going to*** *come*?	***Be going to*** also commonly expresses predictions about the future. In informal speech, *going to* is often pronounced "gonna." NEGATIVE: ***be*** + ***not*** + ***going to,*** as in (k) QUESTION: ***be*** + *subject* + ***going to,*** as in (l)

*__Will__ can also be used in questions to make polite requests: ***Will*** *you* ***open*** *the door for me, please?* See Chart 9-3, p. 159.

☐ **Exercise 3. Listening.** (Chart 4-1)

CD 1
Track 27

If you hear a form of ***will***, choose *yes*. If not, choose *no*.

Example: I'll have time to see you tomorrow. [✓ yes] no
I have time to see you tomorrow. yes [✓ no]

1. yes no
2. yes no
3. yes no
4. yes no
5. yes no
6. yes no
7. yes no
8. yes no

☐ Exercise 4. Pronunciation. (Chart 4-1)

Practice pronouncing contractions with ***will***.

1. Bob will be here soon.
   → *Bob'll be here soon.*
2. I'll come. He'll come. You'll come.
3. She'll help us. They'll help us too.
4. I'm sure we'll do well on the test.
5. It'll probably rain tomorrow.
6. The weather will be hot in August.
7. Mary will come tomorrow.
8. Bill will be here too.
9. The children will be home at 3:00.
10. Who will be at the meeting?
11. Where will you be around five?
12. How long will Tom be here?
13. Nobody will recognize you in that wig.
14. That will be interesting.
15. What will you do?

☐ Exercise 5. Listening. (Chart 4-1)

CD 1
Track 28

Complete the sentences with the words you hear. Write the non-contracted forms of the verbs you hear.

1. ____________________ to turn in all your assignments by tomorrow.
2. ____________________ for the final exam on Monday.
3. The ____________________ 50 questions.
4. ____________________ 50 questions on the exam.
5. ____________________ the whole hour to complete the test.
6. It's a long exam. Sorry, but ____________________ early.
7. ____________________ a lot of work. Study hard!
8. The ____________________ available in my office the next day.

☐ Exercise 6. Listening. (Chart 4-1)

CD 1
Track 29

Listen to the sentences. Circle whether you hear "going to" or "gonna."

1. going to gonna
2. going to gonna
3. going to gonna
4. going to gonna

☐ Exercise 7. Let's talk: small groups. (Chart 4-1)

Choose a leader for your group. Practice using ***be going to***. Follow these steps:

(1) Every person in the group, including the leader, will hand the leader a slip of paper on which is written the name of an occupation or any kind of work adults do. *Examples:* movie star, teacher, plumber, peace activist, artist, stay-at-home dad, civil engineer, architect, politician.

(2) The leader will redistribute the slips of paper to the group.

(3) Each member of the group will then explain what he/she is going to be or do according to what is written on the slip of paper. *Example:* "I'm going to be a famous movie star."

(4) The group will ask the speaker questions about his/her future career. *Example:* "What kind of movies are you going to be in? Where will you live?" Etc.

☐ Exercise 8. Warm-up. (Chart 4-2)

Read the sentences and answer the questions.

a. It's going to rain tomorrow.
b. I'm going to paint the house next week.
c. Here. I'll help you carry that box. It looks heavy.
d. It will be cloudy this weekend.

1. Which sentence expresses a prior plan? ____
2. Which sentences are predictions? ____ and ____
3. Which sentence expresses willingness? ____

4-2 *Will* vs. *Be Going To*

Prediction

(a) According to the weather report, it *will be* cloudy tomorrow. (b) According to the weather report, it *is going to be* cloudy tomorrow.	***Will*** and ***be going to*** mean the same when they make *predictions* about the future (*prediction* = a statement about something the speaker thinks will be true or will occur in the future). Examples (a) and (b) have the same meaning.

Prior Plan

(c) —Why did you buy this paint? —I*'m going to paint* my bedroom tomorrow.	***Be going to*** (but not ***will***) is used to express a *prior plan* (i.e., a plan made before the moment of speaking).* In (c): The speaker already has a plan to paint his/her bedroom.

Willingness

(d) —The phone's ringing. —I*'ll get* it. (e) —How old is Aunt Agnes? —I don't know. She *won't tell* me. (f) The car *won't start*. Maybe the battery is dead.	***Will*** (but not ***be going to***) is used to express *willingness*. In this case, ***will*** expresses a decision the speaker makes at the moment of speaking. In (d): The speaker decides to answer the phone at the immediate present moment; she/he does not have a prior plan. ***Will not / won't*** can express *refusal*, as in (e) with a person or in (f) with an inanimate object.

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*COMPARE:

Situation 1: A: *Are you busy this evening?*
B: *Yes. **I'm going to meet** Jack at the library at seven. We're **going to study** together.*

In Situation 1, only ***be going to*** is possible. The speaker has a prior plan, so he uses ***be going to.***

Situation 2: A: *Are you busy this evening?*
B: *Well, I really haven't made any plans. **I'll eat*** (OR ***I'm going to eat***) *dinner, of course. And then **I'll probably watch*** (OR ***I'm probably going to watch***) *TV for a little while.*

In Situation 2, either ***will*** or ***be going to*** is possible. Speaker B has not planned his evening. He is "predicting" his evening (rather than stating any prior plans), so he may use either ***will*** or ***be going to.***

☐ Exercise 9. Looking at grammar. (Chart 4-2)

Discuss the *italicized* verbs in these short conversations. Decide if the speakers are expressing

(a) predictions,
(b) decisions they are making at the moment of speaking (willingness), or
(c) plans they made before the moment of speaking.

1. A: Are you busy Saturday night? I've got front-row seats for the baseball game.
   B: Oh, I wish I could, but I can't. I'*m going to be* at my niece's wedding on Saturday.

2. A: Masako's such a creative artist. And she's so patient with children.
   B: She'*ll be* very successful as an elementary art teacher.

3. A: We'*re going to go* out to dinner in a few minutes. Do you want to join us?
   B: Sure. Give me just a minute. I'*ll grab* my coat.

4. A: I heard Sue and David are engaged for the third time!
   B: They *won't* ever *get married*. They fight too much.

5. A: How do you spell "accustomed"?
   B: I'm not sure. I'*ll look* it up for you.

6. A: That's great news about your new job.
   B: Well, actually, I've changed my mind about it. I'*m not going to take* it after all. I've decided to stay with my old job.

☐ Exercise 10. Looking at grammar. (Chart 4-2)

Decide if each *italicized* verb expresses a prediction, a prior plan, or willingness.

1. Dinner's almost ready. I'*ll set* the table. prediction plan [✓ willingness]
2. Ivan has some vacation time. He *is going to take* next week off. prediction plan willingness
3. Heidi *will love* her birthday present. It's just what she wants. prediction plan willingness
4. I don't like my job. I'*m going to quit* when I get back from vacation. prediction plan willingness
5. That's okay. Don't worry about the spilled coffee. I'*ll clean* it up. prediction plan willingness
6. Someday, there *are going to be* computers in every classroom in the world. prediction plan willingness
7. The light bulb is burned out. I'*ll get* a new one from the supply room. prediction plan willingness
8. I'*m going* to the bookstore. Do you want to go with me? prediction plan willingness

☐ Exercise 11. Looking at grammar. (Chart 4-2)

Complete the sentences with ***be going to*** if you think the speaker is expressing a prior plan. If you think she/he has no prior plan, use ***will***. Use ***won't*** if the speaker is expressing refusal.

1. A: This letter is in French, and I don't speak French. Can you help me?

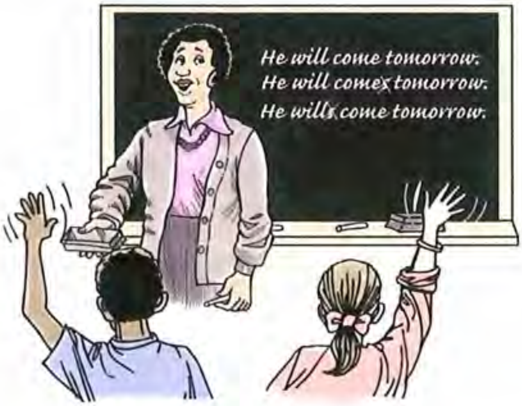
   B: Sure. I (*translate*) ___will translate___ it for you.

2. A: Do you want to go shopping with me? I (*go*) ___am going to go___ to the shopping mall downtown.

   B: Sure. What time do you want to leave?

   A: How about 1:00?

   B: Great! See you then.


He will come tomorrow.
He will come~~s~~ tomorrow.
He will~~s~~ come tomorrow.

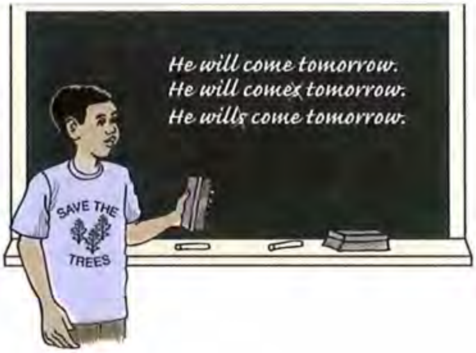
3. A: Who wants to erase the board? Are there any volunteers?

   B: I (*do*) ______________ it!

   C: I (*do*) ______________ it!

4. A: Why does he have an eraser in his hand?

   B: He (*erase*) ______________ the board.


He will come tomorrow.
He will come~~s~~ tomorrow.
He will~~s~~ come tomorrow.
SAVE THE TREES

5. A: How about getting together for dinner tonight?

   B: Sounds good. Where?

   A: How about Alice's Restaurant or the Gateway Café? You decide.

   B: Alice's Restaurant. I (*meet*) ______________ you there around six.

   A: Great. I (*see*) ______________ you then.

   B: It's a date.

6. A: Do you have plans for dinner?

B: Yes. I (*meet**) ____________________ a co-worker for dinner at Alice's Restaurant. Want to join us?

7. A: Why is that little boy crying?

B: I don't know. He (*tell, not*) ______________ me. I wonder where his parents are.

8. A: What's wrong?

B: The door (*open, not*) ________________.

A: Well, of course not. It's locked.

☐ Exercise 12. Listening. (Chart 4-2)

CD 1 Track 30

Listen to the sentences and choose the expected response (a. or b.).

1. a. I'm going to work at a summer resort in the mountains.
   b. I'll work at a summer resort in the mountains.

2. a. Sure. I'm going to drop it off on my way to work.
   b. Sure. I'll drop it off on my way to work.

3. a. I'm going to attend my cousin's funeral.
   b. I'll attend my cousin's funeral.

4. a. Here, give it to me. I'm going to fix it for you.
   b. Here, give it to me. I'll fix it for you.

5. a. I'm going to sweep the front steps.
   b. I'll sweep the front steps.

☐ Exercise 13. Warm-up. (Chart 4-3)

Complete the sentences with your own words. All the sentences talk about future time. What do you notice about the verbs in blue?

1. After I leave this class, I'm going to ____________________________________.

2. As soon as I get home tonight, I'll ____________________________________.

3. When I finish my English studies, I'm going to ____________________________.

---

*When ***be going to*** expresses a prior plan, it is often also possible to use the present progressive with no change in meaning. See Chart 4-2, p. 63. There is no difference in meaning between these sentences:

__I am going to meet__ Larry at Alice's Restaurant at six.
__I am meeting__ Larry at Alice's Restaurant at six.

4-3 Expressing the Future in Time Clauses

(a) Bob will come soon. *When Bob* ***comes***, we will see him. (b) Linda is going to leave soon. *Before she* ***leaves***, she is going to finish her work.	In (a): ***When Bob comes*** is a time clause.* ***when*** + *subject* + *verb* = *a time clause* When the meaning of the time clause is future, the SIMPLE PRESENT tense is used. *Will* or *be going to* is not used in the time clause.
(c) I will get home at 5:30. *After I* ***get*** *home*, I will eat dinner. (d) The taxi will arrive soon. *As soon as it* ***arrives***, we'll be able to leave for the airport. (e) They are going to come soon. I'll wait here *until they* ***come***.	A time clause begins with such words as *when, before, after, as soon as, until,* and *while* and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the sentence: *When he comes,* we'll see him. OR We'll see him *when he comes.* Notice: A comma is used when the time clause comes first in a sentence.
(f) *While I* ***am traveling*** *in Europe next year*, I'm going to save money by staying in youth hostels.	Sometimes the PRESENT PROGRESSIVE is used in a time clause to express an activity that will be in progress in the future, as in (f).
(g) I will go to bed *after I* ***finish*** *my work*. (h) I will go to bed *after I* ***have finished*** *my work*.	Occasionally, the PRESENT PERFECT is used in a time clause, as in (h). Examples (g) and (h) have the same meaning. The present perfect in the time clause emphasizes the completion of one act before a second act occurs in the future.

*A *time clause* is an adverb clause. See Charts 17-1 (p. 365) and 17-2 (p. 368) for more information.

☐ **Exercise 14. Looking at grammar.** (Chart 4-3)

Draw brackets around the time clause in each sentence and underline its verb. Identify and discuss the use of verb tenses.

1. We'll be here [when you arrive tomorrow.]
2. After the rain stops, I'm going to sweep the front porch.
3. I'm going to start making dinner before my wife gets home from work today.
4. I'm going to wait right here until Sonya comes.
5. As soon as the war is over, there will be new elections.
6. Right now the tide is low, but when the tide comes in, the ship will leave the harbor.
7. While I'm driving to work tomorrow, I'm going to listen to my Greek language CD.

☐ **Exercise 15. Looking at grammar.** (Chart 4-3)

Use ***will/be going to*** or the simple present. (In this exercise, both ***will*** and ***be going to*** are possible when a future verb is necessary, with little or no difference in meaning.)

1. Pete is going to leave in half an hour. He (*finish*) will finish / is going to finish all of his work before he (*leave*) leaves.

2. I'm going to eat lunch at 12:30. After I (*eat*) ______________________, I (*take, probably*) ______________________ a nap.

3. I'll get home around six. When I (*get*) ______________________ home, I (*give*) ______________________ Sharon a call.

4. I'm going to watch a TV program at nine, but before I (*watch*) ______________________ the program, I (*call*) ______________________ my parents.

5. Bakir will come soon. I (*wait*) ______________________ here until he (*come*) ______________________.

6. I'm sure it will stop raining soon. As soon as the rain (*stop*) ______________________, I (*walk*) ______________________ to the store to get some film.

7. I'm a junior in college this year. After I (*graduate*) ______________________ with a B.A. next year, I (*intend*) ______________________ to enter graduate school and work for an M.A. Perhaps I (*go*) ______________________ on for a Ph.D. after I (*get*) ______________________ my master's degree.

8. I (*listen*) ______________________ to an English language course while I (*sleep*) ______________________ tonight. Do you think it will help me learn English faster?

☐ Exercise 16. Let's talk: interview. (Chart 4-3)

Make questions using the given words. Ask two students each question. Share some of their answers with the class. Use ***be going to*** for the future verb.

1. What \ you \ do \ after \ you \ wake up \ tomorrow?
2. What \ you \ do \ as soon as \ class \ end \ today?
3. Before \ you \ go \ to bed \ tonight \ what \ you \ do?
4. What \ you \ do \ when \ you \ have \ free time \ this weekend?
5. When \ you \ finish \ school \ what \ you \ do?

☐ Exercise 17. Warm-up. (Chart 4-4)

Decide if each sentence has a present or future meaning. What do you notice about the verb tense in each sentence?

1. I'm meeting a friend for dinner tonight. present meaning future meaning
2. We're taking a flight at midnight. present meaning future meaning
3. Class starts in ten minutes. present meaning future meaning

4-4 Using the Present Progressive and the Simple Present to Express Future Time

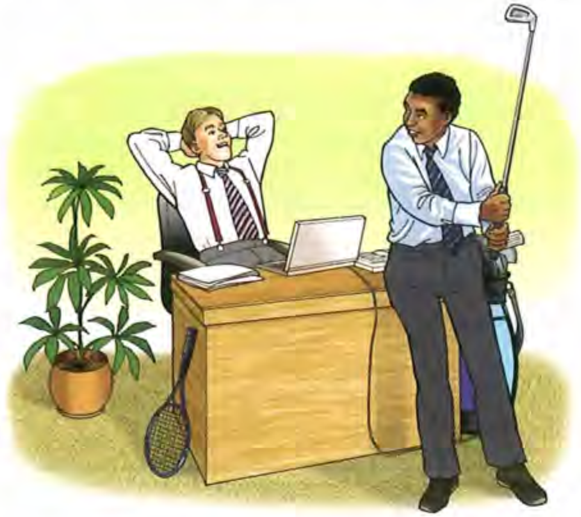
Present Progressive	
(a) My wife has an appointment with a doctor. She **is seeing** Dr. North *next Tuesday.* (b) Sam has already made his plans. He **is leaving** *at noon tomorrow.* (c) — What are you going to do this afternoon? — *After lunch,* I **am meeting** a friend of mine. We **are going** shopping. Would you like to come along?	The PRESENT PROGRESSIVE may be used to *express future time when the idea of the sentence concerns a planned event or definite intention.* COMPARE: A verb such as *rain* is not used in the present progressive to indicate future time because rain is not a planned event. A future meaning for the present progressive tense is indicated either by future time words in the sentence or by the context.
Simple Present	
(d) The museum **opens** *at 10:00 tomorrow morning.* (e) Classes **begin** *next week.* (f) John's plane **arrives** *at 6:05 P.M. next Monday.*	The SIMPLE PRESENT can also be used to *express future time in a sentence concerning events that are on a definite schedule or timetable.* These sentences usually contain future time words. Only a few verbs are used in this way: e.g., *open, close, begin, end, start, finish, arrive, leave, come, return.*

☐ **Exercise 18. Looking at grammar.** (Chart 4-4)

Decide the meaning of each *italicized* verb. Write ***in the future, now,*** or ***habitually.***

1. I *am taking* four courses next semester. in the future
2. I *am taking* four courses this semester. now
3. Students usually *take* four courses every semester. habitually
4. I'll mail this letter at the corner when I *take* Susan home. __________
5. My brother's birthday is next week. I *am giving* him a sweater. __________
6. Shhh. The broadcaster *is giving* the latest news about the crisis overseas. I want to hear what she's saying. __________
7. When I *graduate,* I'm going to return home. __________
8. When students *graduate,* they receive diplomas. __________
9. I'm tired. I *am going* to bed early tonight. __________
10. When I *am* in New York, I'm going to visit the Museum of Modern Art. __________
11. When I *am* home alone in the evening, I like to read or watch television. __________

12. A: Are you busy?	
B: Not really.	
A: What *are* you *doing?*	A: ____________________
B: I*'m writing* a letter to my folks.	B: ____________________
A: When you *finish* your letter, do you want to play a game of chess?	A: ____________________
13. A: What *are* you *doing* after work today?	A: ____________________
B: I*'m playing* tennis with Brown at the health club. And you?	B: ____________________
A: I*'m meeting* Smith for a round of golf.	A: ____________________



☐ Exercise 19. Looking at grammar. (Chart 4-4)

Complete each sentence with any present progressive verb.

1. A: How about going across the street for a cup of coffee?
   B: I can't. I ______am meeting______ Jennifer at the library at 5:00.
2. A: Why are you in such a hurry?
   B: I have to be at the airport in an hour. I ____________________ the four o'clock plane to New York. I have an important meeting there tomorrow.
3. A: I see you're smoking. I thought you stopped last month.
   B: I did. I don't know why I started again. I ____________________ tomorrow, and this time I mean it.

4. A: Your cough sounds terrible! You should see a doctor.

   B: I know. It just won't go away. I ______________________

   Dr. Murray later this afternoon.

5. A: Where are you and your family going for your vacation this summer?

   B: Ontario, Canada.

   A: Are you planning to fly?

   B: No, we ______________________ so we can take our time and enjoy the scenery.

   A: That sounds wonderful.

☐ Exercise 20. Let's write. (Chart 4-4)

Pretend that you are going to take your ideal vacation next week. All of your plans are made, and your itinerary is in front of you. Write your travel plans. Use present tenses where appropriate.

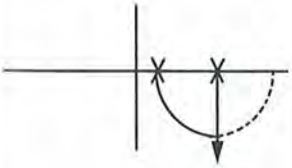
Example: This coming Saturday, I am beginning my "vacation of a lifetime." The first place I'm going to is Bali. My plane leaves at six-thirty Saturday morning. I arrive in Bali late that afternoon. I'm staying at the Nusa Dua Beach Hotel. I leave Bali on the fifteenth and travel to the Philippines. While I'm there, I'm staying with some friends. Etc.

☐ Exercise 21. Warm-up. (Chart 4-5)

Notice the verbs in blue. What do they have in common?

1. Right now, I'm sitting in class.
2. Yesterday at this time, I was sitting in class.
3. Tomorrow at this time, I will be sitting in class.

4-5 Future Progressive

	(a) I will begin to study at seven. You will come at eight. I ***will be studying*** when you come.	The future progressive expresses an activity that *will be in progress at a time in the future.*
	(b) Don't call me at nine because I won't be home. I ***am going to be studying*** at the library.	The progressive form of *be going to:* ***be going to*** + ***be*** + ***-ing***, as in (b)
	(c) Don't worry. She ***will be coming*** soon. (d) Don't worry. She ***will come*** soon.	Sometimes there is little or no difference between the future progressive and the simple future, especially when the future event will occur at an indefinite time in the future, as in (c) and (d).

☐ Exercise 22. Looking at grammar. (Chart 4-5)

Complete the sentences. Use the future progressive form of the given vers.

1. *finish, sleep, study*

   Please don't call our house after 9:00 tonight. The baby ___*is going to be sleeping*___ ___OR *will be sleeping*___. My husband ______________________ for a test. I ______________________ a project for work.

2. *talk, do, see*

   Dr. Roberts is the town's only medical doctor and works long hours. Tomorrow she has an especially busy schedule. From early in the morning until lunch, she ______________________ patients at her clinic. After lunch, she ______________________ research at the hospital. In the evening, she ______________________ to medical students about rural health care.

☐ Exercise 23. Looking at grammar. (Chart 4-5)

Complete the sentences. Use the future progressive or the simple present form of the verbs in parentheses.

1. Tomorrow I'm going to leave for home. When I (*arrive*) ______________________ at the airport, my whole family (*wait*) ______________________ for me.

2. When I (*get*) ______________________ up tomorrow morning, the sun (*shine*) ______________________, the birds (*sing*) ______________________, and my roommate (*lie, still*) ______________________ in bed fast asleep.

3. A: When do you leave for Florida?

   B: Tomorrow. Just think! Two days from now I (*enjoy*) ______________________ my vacation in the sun.

   A: Sounds great! I (*think*) ______________________ about you.

4. A: Are you going to be in town next Saturday?

   B: No. I (*visit, in Chicago**) ______________________ my aunt.

5. A: Where are you going to be this evening?

   B: I (*work, at the library*) ______________________ on my research paper.

---

*Expressions of place can often be used between the helping verb and the main verb in progressive tenses. See Chart 2-10, p. 34.

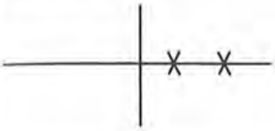
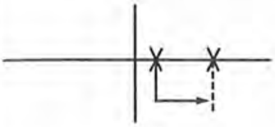
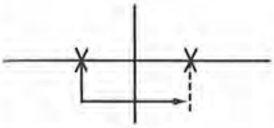
☐ Exercise 24. Warm-up. (Chart 4-6)

Notice the verbs in blue. What do they have in common?

1. Eric isn't here. He has left.
2. Eric wasn't there. He had left by the time we got there.
3. Eric won't be there. He will have left by the time we get there.

4-6 Future Perfect and Future Perfect Progressive

NOTE: These two tenses are rarely used compared to the other verb tenses.

Future Perfect 	(a) I will graduate in June. I will see you in July. By the time I see you, I *will have graduated.*	The FUTURE PERFECT expresses an activity that will be *completed before another time or event in the future.*
Future Perfect Progressive 	(b) I will go to bed at 10:00 P.M. Ed will get home at midnight. At midnight I will be sleeping. I *will have been sleeping* for two hours by the time Ed gets home.	The FUTURE PERFECT PROGRESSIVE emphasizes the *duration* of an activity that will be *in progress before another time or event in the future.*
	(c) When Professor Jones retires next month, he *will have taught* OR *will have been teaching* for 45 years.	Sometimes the future perfect and the future perfect progressive have the same meaning, as in (c). Also, notice that the activity expressed by either of these two tenses may begin in the past.

☐ Exercise 25. Looking at grammar. (Chapter 3; Charts 4-5 and 4-6)

Complete the sentences. Use any appropriate tense of the verbs in parentheses.

June

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1. Ann and Andy got married on June 1st.
   Today is June 15th. They (*be*) ______________________________ married for two weeks.
   By June 8th, they (*be*) ______________________________ married for one week.
   By June 29th, they (*be*) ______________________________ married for four weeks.
2. This traffic is terrible. We're going to be late. By the time we (*get*) ____________________ to the airport, Yuri's plane (*arrive, already**) ______________________________, and he'll be wondering where we are.

---

*With the future perfect, ***already*** has two possible midsentence positions: *I will **already** have finished.*
*I will have **already** finished.*

3. The traffic was very heavy. By the time we (*get*) ____________________ to the airport, Yuri's plane (*arrive, already*) ____________________________________.

4. This morning I came to class at 9:00. Right now it is 10:00, and I am still in class. I (*sit*) ____________________________ at this desk for an hour. By 9:30, I (*sit*) ____________________________________ here for half an hour. By 11:00, I (*sit*) ____________________________________ here for two hours.

5. Classes start at 9:00 every day. It's 9:30 and the school bus is late. When the bus gets to school, classes (*begin*) ___________________________. The teachers (*teach*) ________________________________ since 9:00.

6. I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Phoenix, we (*drive*) ____________________________________ for twenty straight hours?

7. Go ahead and leave on your vacation. Don't worry about this work. By the time you (*get*) ____________________ back, we (*take*) ________________________ care of everything.

8. I don't understand how those marathon runners do it! The race began more than an hour ago. By the time they reach the finish line, they (*run*) ____________________________ steadily for more than two hours. I don't think I can run more than two minutes!

9. We have been married for a long time. By our next anniversary, we (*be*) ______________ ____________________ married for 43 years.

☐ Exercise 26. Let's talk or write. (Chapter 4)

These sentences describe typical events in a day in the life of a man named Bill. The sentences are in the past, but all of these things will happen in Bill's life tomorrow. Change all of the sentences to the future.

1. When Bill got up yesterday morning, the sun was shining. And tomorrow?
   → *When Bill gets up tomorrow morning, the sun will be shining.*
2. He shaved and showered, and then made a light breakfast. And tomorrow?
3. After he ate breakfast yesterday, he got ready to go to work. And tomorrow?
4. By the time he got to work yesterday, he had drunk three cups of coffee. And tomorrow?
5. Between 8:00 and 9:00, Bill answered his email and planned his day. And tomorrow?
6. By 10:00 yesterday, he had called new clients. And tomorrow?
7. At 11:00 yesterday, he was attending a staff meeting. And tomorrow?
8. He went to lunch at noon and had a sandwich and a bowl of soup. And tomorrow?

9. After he finished eating, he took a short walk in the park before he returned to the office. And tomorrow?
10. He worked at his desk until he went to another meeting in the middle of the afternoon. And tomorrow?
11. By the time he left the office, he had attended three meetings. And tomorrow?
12. When Bill got home, his children were playing in the yard. And tomorrow?
13. They had been playing since 3:00 in the afternoon. And tomorrow?
14. As soon as he finished dinner, he took the children for a walk to a nearby playground. And tomorrow?
15. Afterward, the whole family sat in the living room and discussed their day. And tomorrow?
16. They watched television for a while, and then he and his wife put the kids to bed. And tomorrow?
17. By the time Bill went to bed yesterday, he had had a full day and was ready for sleep. And tomorrow?

☐ Exercise 27. Let's talk or write. (Chapter 4)

What do you think the world will be like in a hundred years? What changes will have occurred between then and now? Use your imagination and make some predictions. NOTE: You may wish to make comparisons among the past, the present, and the future.

Example: A hundred years ago, the automobile hadn't been invented. Today it is one of the most common means of transportation and has greatly changed the way people lead their lives. By the year ________, the automobile will have become obsolete. A hundred years from now, people will use small, jet-propelled, wingless flying machines in place of cars.

Possible topics:

1. types of transportation
2. energy sources
3. population growth
4. food sources
5. extinction of animal species
6. architecture
7. clothing styles
8. exploration of the oceans or of the earth's interior
9. space exploration; contact with beings from outer space
10. weapon technology
11. role of computers in daily life
12. long-term solutions to today's political crises
13. international language
14. international world government

Chapter 5

Review of Verb Tenses

☐ **Exercise 1. What do I already know?** (Chapters 1 → 4)
Correct the errors in verb tense usage.

1. I am studying here since last January.
2. By the time Hassan returned to his country, he is away from home for more than three years.
3. After I will graduate, I going to return to my hometown.
4. By the end of the 21st century, man will had discovered the cure for the common cold.
5. I want to get married, but I don't meet the right person yet.
6. I have been seeing that movie three times, and now I am wanting to see it again.
7. I am not like my job. My brother wants me to quit. I am thinking he is right.
8. While I'm study tonight, I'm going to listen to classical music.
9. We washed the dishes and clean up the kitchen after our dinner guests were leaving.
10. My neighbors are Mr. and Mrs. Sanchez. I know them ever since I am a child.
11. Many scientists believe there is a major earthquake in California in the near future.

☐ **Exercise 2. Looking at grammar.** (Chapters 1 → 4)
Complete the sentences with any appropriate tense of the verbs in parentheses.

1. John is in my English class. He (*study*) ______________________ English this semester. He (*take, also*) __________________________ some other classes. His classes (*begin*) __________________ at 9:00 every day.
2. Yesterday John ate breakfast at 8:00. He (*eat, already*) __________________________ breakfast when he (*leave*) ______________________ for class at 8:45.

3. John (*eat, always*) ______________________ breakfast before he (*go*) ____________________ to class. Tomorrow before he (*go*) ________________ to class, he (*eat*) ______________________ breakfast.

4. John is in class every morning from 9:00 to 12:00. Two days ago, I (*call*) ____________________ him at 11:30, but I could not reach him because he (*attend*) ________________________ class at that time.

5. Don't try to call John at 11:30 tomorrow morning because he (*attend*) ____________________________ class at that time.

6. Yesterday John took a nap from 1:00 to 2:00. I arrived at 1:45. When I (*get*) ________________ there, John (*sleep*) ________________________. He (*sleep*) ____________________________ for 45 minutes by the time I got there.

7. Right now John (*take*) ______________________ a nap. He (*fall*) ________________ asleep an hour ago. He (*sleep*) ____________________________ for an hour.

8. Tomorrow, after he (*eat*) ________________ dinner, John (*go*) ____________________ to a movie. In other words, he (*eat*) ____________________________ dinner by the time he (*go*) ________________ to the movie.

9. Three days ago, John (*start*) ________________ to read *The Old Man and the Sea*, a novel by Ernest Hemingway. It is a long novel. He (*finish, not*) ________________________ reading it yet. He (*read*) ________________ ________________ it because his English teacher assigned it.

10. Since the beginning of the semester, John (*finish*) ____________________ three novels. Right now he (*read*) ________________________ *The Old Man and the Sea*. He (*read*) ____________________________ that novel for the past three days. He (*intend*) ________________ to finish it by next week. In his lifetime, he (*read*) ____________________ many novels, but this is the first Hemingway novel he (*read, ever*) ____________________________ .

☐ Exercise 3. Let's talk. (Chapters 1 → 4)

Practice verb tenses by answering the questions in complete sentences. Work in pairs, in small groups, or as a class. Only the questioner's book is open.

1. What have we been studying? What is one tense we have studied since the beginning of the term? When, as best as you can remember, did we study it?
2. What else will we have studied in this class by the time the term ends?
3. This class began on (*date*). Had you studied verb tenses before that?
4. We're going to finish studying Chapter 5 on (*day or date*). How long will we have been studying Chapter 5 by that time?
5. Where are you going to be living in five years?
6. Think about recent news. What's happening in world affairs? What's happened recently?

(*Change roles if working in pairs.*)

7. What are you doing right now? How long have you been doing that?
8. What were you doing at this time yesterday? What did you do after that?
9. What will you be doing tonight at midnight? What were you doing last night at midnight?
10. What places have you been to since you came to (*this city*)?
11. What are some of the things you have done in your lifetime? When did you do them?
12. What countries/cities have you visited? When did you visit (_____)? Why did you go there? What did you like about (_____)? What did you dislike about (_____)? Are you planning to go there again someday?

☐ Exercise 4. Listening. (Chapters 1 → 4)

CD 1
Track 31

Part I. Listen to the story with your book closed. Then open your book and read the statements. Circle "T" for true and "F" for false.

1. The man broke the lock on the door.	T	F
2. The man thought a stranger was in his apartment.	T	F
3. The man's wife opened the door.	T	F
4. The man felt he had done something stupid.	T	F

Part II. Listen again. Complete the sentences with the verbs you hear.

When I _____1_____ home to my apartment last night, I _____2_____ out my key to open the door as usual. As always, I _____3_____ it in the lock, but the door _____4_____. I _____5_____ my key again and again with no luck. So I _____6_____ on the door for my wife to let me in. Finally the door _____7_____, but I _____8_____ my wife on the other side. I _____9_____ a stranger. I _____10_____ to get into the wrong apartment! I quickly _____11_____ and _____12_____ to my own. I _____13_____ very stupid about what I _____14_____.

☐ Exercise 5. Let's talk and write. (Chapters 1 → 4)

Before you come to class, think of an interesting, dangerous, or amusing experience you have had. Tell the story to a classmate, who will report your experience in a composition.

☐ Exercise 6. Looking at grammar. (Chapters 1 → 4)

Complete the sentences with any appropriate tense of the verbs in parentheses.

Dear Anna,

I (*get*) ______1______ your long email about two weeks ago and (*try*) ______2______ to find time to write you back ever since. I (*be*) ______3______ very busy lately. In the past two weeks, I (*have*) ______4______ four tests, and I have another one next week. In addition, a friend (*stay*) ______5______ with me since last Thursday. She wanted to see the city, so we (*spend*) ______6______ a lot of time visiting some of the interesting places here. We (*be*) ______7______ to the zoo, the art museum, and the botanical gardens.

Yesterday we (*go*) ______8______ to the park and (*watch*) ______9______ a balloon race. Between showing her the city and studying for my exams, I (*have, barely*) ______10______ enough time to breathe.

Right now it (*be*) ______11______ 3:00 A.M., and I (*sit*) ______12______ at my desk. I (*sit*) ______13______ here for five hours doing my studying. My friend's plane (*leave*) ______14______ in a few hours, so I (*decide*) ______15______ not to go to bed. That's why I (*write*) ______16______ to you at such an early hour in the day. I (*get*) ______17______ a little sleepy, but I would rather stay up. I (*take*) ______18______ a nap after I (*get*) ______19______ back from taking her to the airport.

How (*you, get*) ______20______ along? How (*your classes, go*) ______21______? Please write soon.

Yours,
Yoko

☐ Exercise 7. Let's write. (Chapters 1 → 4)

Write a letter to a friend or family member. Discuss your activities, thoughts, feelings, and adventures in the present, past, and future.

Use as many different tenses as seems natural. For example, in the course of your letter, tell your reader what you *are doing, do every day, have done since a certain time, have been doing lately, did at some particular time, had done before you did something else, are going to do, etc.*

☐ Exercise 8. Listening. (Chapters 1 → 4)

Listen to each situation and choose the sentence that comes next (a. or b.).

CD 1
Track 32

1. a. Now the passengers are waiting in the baggage claim area.
   b. After the plane lands, the passengers will be waiting in the baggage claim area.

2. a. Then his boss called.
   b. He's finding it very relaxing.

3. a. When did it stop?
   b. When's it going to stop?

4. a. Some people in the audience said "Shhh" as we sat down.
   b. We missed the first half hour.

5. a. She's glad that she's finished her training.
   b. She's going to take another one next month.

6. a. They never caught him.
   b. They'll never catch him.

☐ Exercise 9. Looking at grammar. (Chapters 1 → 4)

Complete the sentences with the words in parentheses. Use any appropriate tense.

Almost every part of the world (*experience*) ____________1____________ an earthquake in recent years, and almost every part of the world (*experience*) ____________2____________ earthquakes in the years to come. Since the ancient Chinese (*begin*) _________3_________ to keep records several thousand years ago, more than 13 million earthquakes (*occur*) ___________4___________ worldwide by some estimates. What (*cause*) _________5_________ earthquakes? Throughout time, different cultures (*develop*) ____________6____________ myths to explain these violent earth movements.

From India comes the story of six strong elephants who (*hold*) _______7_______ up the earth on their heads. Whenever one elephant (*move*) ________8________ its head, the earth trembles.

According to a Japanese myth, a playful catfish lives in the mud under the earth. Whenever it feels like playing, it (*wave*) ______________ 9 its fat tail around in the mud. The result? Earthquakes.

Nowadays, although scientists (*know*) ______________ 10 more about the causes of earthquakes, they still cannot prevent the terrible damage. One of the strongest quakes in the last hundred years (*happen*) ______________ 11 in Anchorage, Alaska, on March 24, 1964, at about six o'clock in the evening. When the earthquake (*strike*) ______________ 12 that evening, many families (*sit*) ______________ 13 down to eat dinner. People in the city (*find, suddenly*) ______________ 14 themselves in the dark because most of the lights in the city went out when the earthquake occurred. Many people (*die*) ______________ 15 instantly when tall buildings (*collapse*) ______________ 16 and (*send*) ______________ 17 tons of brick and concrete crashing into the streets. When (*the next earthquake, occur*) ______________ 18? No one really knows for sure.

Interestingly enough, throughout history animals (*help, often*) ______________ 19 people predict earthquakes shortly before they happen. At present, some scientists (*study*) ______________ 20 catfish because catfish swim excitedly just before an earthquake.

According to some studies, snakes, monkeys, and rodents (*appear, also*) ______________ 21 to be sensitive to the approach of violent movement in the earth's surface. Some animals (*seem*) ______________ 22 to know a great deal more than humans about when an earthquake will occur.

In recent years, scientists (*develop*) ______________ 23 many extremely sensitive instruments. Perhaps someday the instruments (*be*) ______________ 24 able to give us a sufficiently early warning so that we can be waiting calmly in a safe place when the next earthquake (*strike*) ______________ 25.

☐ Exercise 10. Let's talk: pairwork. (Chapters 1 → 4)

Work with a partner.

PARTNER A: Pretend to be a famous living person. Agree to an interview by a nosy newspaper reporter (Partner B). Tell the reporter all about yourself. Invent answers. Use your imagination. Begin with ***I*** **. . . .**

PARTNER B: You're the reporter. Ask the famous person (Partner A) all sorts of questions about his/her past, present, and future.

After the interview, write an article with your partner about this person.

☐ Exercise 11. Let's talk: small groups. (Chapters 1 → 4)

Divide up the tasks within your group. Put together a news release about your class. It should contain the following:

- a few sentences about each class member and the teacher
- activities you have done in this class
- a description of the classroom, the building it's in, and the surrounding area
- some information about the school you're attending
- other interesting information about your class

☐ Exercise 12. Let's talk and write. (Chapters 1 → 4)

In a short talk (two or three minutes), summarize a recent news event. Present your talk to a small group or to the class. If necessary, you may speak from brief notes (an outline of only the most important points). Listeners can write short summaries of each presentation.

☐ Exercise 13. Check your knowledge. (Chapters 1 → 4)

Correct the errors in verb tense usage.

1. I haven't been in this town very long. I come here just two weeks ago.
2. Dormitory life is not quiet. Everyone shouted and make a lot of noise in the halls.
3. My friends will meet me when I will arrive at the airport.
4. Hasn't anyone ever tell you to knock on the door before you enter someone else's room? Didn't your parents taught you that?
5. The phone rung while I doing the dishes. I dry my hands and answer it. When I am hear my husband's voice, I very happy.
6. I am in the United States for the last four months. During this time, I had done many things and saw many places.
7. When the old man started to walk back to his hut, the sun has already hided itself behind the mountain.

8. While I am writing my composition last night, someone knocks on the door.

9. Why did you writing a children's book?

10. I'm really glad you to visit my hometown next year.

11. While I was visitting my cousin in Los Angeles, we went to a restaurant and eat Thai food.

12. When I was a child, I viewed things from a much lower height. Many physical objects around me appear very large. When I want to move something such as a chair, I need help.

13. When I was in my country, I am afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I am having a different opinion. I live in this small town for three months and learn that there is very little crime here.

Chapter 6

Subject-Verb Agreement

☐ Exercise 1. What do I already know? (Chart 6-1)

Add **-s** or **-es** where necessary. Do not change or omit any other words. All of the sentences are simple present. Discuss the use, spelling, and pronunciation of final **-s**/**-es**.

1. Erica miss$\overset{es}{\wedge}$ her mother and father.
2. My parent visit many countries when they travel in Europe.
3. Robert sing when he take a shower.
4. Chicken, duck, and turkey lay egg.
5. Anna wear glove on her hand when she work in her garden.
6. She scratch her chin when it itch.

☐ Exercise 2. Warm-up. (Chart 6-1)

Look at the words that end in **-s**. Are they singular or plural? Are they nouns or verbs?

	Singular	Plural	Noun	Verb
1. A new car *costs* a lot of money.	×			×
2. New *cars* cost a lot of money.				
3. My neighbor *makes* a lot of noise.				
4. My *neighbors* make a lot of noise.				
5. Bill *drinks* tea for breakfast.				
6. Cold *drinks* taste good on a hot day.				

6-1 Final *-s/-es:* Use, Pronunciation, and Spelling

Use	
(a) *Noun + -s:* *Friends* are important. *Noun + -es:* I like my *classes.*	A final ***-s*** or ***-es*** is added to a noun to make the noun plural. ***Friend*** and ***class*** = singular nouns ***Friends*** and ***classes*** = plural nouns
(b) *Verb + -s:* Mary *works* at the bank. *Verb + -es:* John *watches* birds.	A final ***-s*** or ***-es*** is added to a simple present verb when the subject is a singular noun (e.g., *Mary, my father, the machine*) or third person singular pronoun (*she, he, it*). ***Mary works*** = singular ***She works*** = singular ***The students work*** = plural ***They work*** = plural
Pronunciation	
(c) seats → *seat/s/* ropes → *rope/s/* backs → *back/s/*	Final ***-s*** is pronounced /s/ after voiceless sounds, as in (c): "t," "p," and "k" are examples of voiceless sounds.*
(d) seeds → *seed/z/* robes → *robe/z/* bags → *bag/z/* sees → *see/z/*	Final ***-s*** is pronounced /z/ after voiced sounds, as in (d): "d," "b," "g," and "ee" are examples of voiced sounds.*
(e) dishes → *dish/əz/* catches → *catch/əz/* kisses → *kiss/əz/* mixes → *mix/əz/* prizes → *prize/əz/* edges → *edge/əz/*	Final ***-s*** and ***-es*** are pronounced /əz/ after "sh," "ch," "s," "x," "z," and "ge"/"dge" sounds. The /əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.
Spelling	
(f) sing → *sings* song → *songs*	For most words (whether a verb or a noun), simply add a final ***-s*** to spell the word correctly.
(g) wash → *washes* watch → *watches* class → *classes* buzz → *buzzes* box → *boxes*	Final ***-es*** is added to words that end in ***-sh, -ch, -s, -z,*** and ***-x***.
(h) toy → *toys* buy → *buys* (i) baby → *babies* cry → *cries*	For words that end in ***-y***: In (h): If ***-y*** is preceded by a vowel, only ***-s*** is added. In (i): If ***-y*** is preceded by a consonant, the ***-y*** is changed to ***-i*** and ***-es*** is added.

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*See Chart 2-6, p. 27, for an explanation of voiced vs. voiceless sounds.

☐ **Exercise 3. Listening and pronunciation.** (Chart 6-1)

Listen to the words. Practice saying them aloud. Write the pronunciation of final ***-s/-es*** after each word.

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1. rides __/z/__
2. writes ______
3. robs ______
4. rugs ______
5. sleeps ______
6. locks ______
7. wishes ______
8. pages ______
9. months ______

☐ Exercise 4. Spelling and pronunciation. (Chart 6-1)

Add ***-s*** or ***-es*** to the given words to make them plural. Practice saying them aloud. Write the pronunciation for each ending.

1. floor s____ /z/____
2. tax es____ /əz/____
3. talk s____ /s/____
4. bush ______ ______
5. hat ______ ______
6. rise ______ ______
7. season ______ ______
8. develop ______ ______
9. touch ______ ______
10. cough ______ ______
11. method ______ ______
12. language ______ ______

☐ Exercise 5. Listening and pronunciation. (Chart 6-1)

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Complete the sentences with the words you hear. Practice pronouncing final ***-s/-es*** by reading the sentences aloud.

1. ____________ ________________ eighteen ________________ a day.
2. People come in many ________________ and ________________.
3. Maria ____________________ pronunciation by reading ________________ aloud.
4. The ____________________ ________________ good ____________________.
5. Our ________________ ____________________ us to speak English outside of class.
6. When Jack has a cold, he ________________ and ________________.

☐ Exercise 6. Let's talk: pairwork. (Chart 6-1)

Work with a partner. Each item contains a subject and a verb. Make two sentences for each item. Help each other with the use of final ***-s/-es*** if necessary. Partner A uses a plural subject. Partner B uses a singular subject and begins with ***A/An***.

Example: alarm clock \ ring
PARTNER A: Alarm clocks ring.
PARTNER B: An alarm clock rings.

1. opera singer \ sing
2. teacher \ teach
3. butterfly \ fly
4. ball \ bounce
5. door \ open and close

Change roles.

6. mosquito bite \ itch
7. hungry baby \ cry
8. student \ ask questions
9. snake \ hiss
10. dog \ say "arf-arf" in English

☐ Exercise 7. Warm-up. (Chart 6-2)

Look at the verbs in blue in each pair of sentences. How do you know when to use a singular or a plural verb?

1. a. A girl is in the classroom.
   b. Some girls are in the classroom.
2. a. A girl and a boy are in the classroom.
   b. Every girl and boy is in the classroom.
3. a. The fruit at those markets is cheap.
   b. The apples at that market are cheap.
4. a. Vegetables are good for you.
   b. Eating vegetables is good for you.

6-2 Basic Subject-Verb Agreement

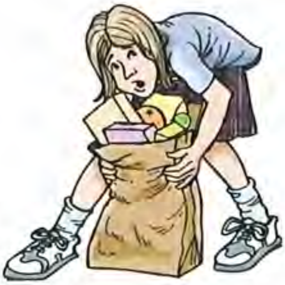
Singular Verb	Plural Verb	
(a) My *friend* ***lives*** in Boston.	(b) My *friends* ***live*** in Boston.	*Verb* + ***-s/-es*** = third person singular in the simple present tense *Noun* + ***-s/-es*** = plural
	(c) My *brother* ***and*** *sister* ***live*** in Boston. (d) My *brother, sister,* ***and*** *cousin* ***live*** in Boston.	Two or more subjects connected by ***and*** require a plural verb.
(e) ***Every*** *man, woman,* ***and*** *child* ***needs*** love. (f) ***Each*** *book* ***and*** *magazine* ***is*** listed in the bibliography.		EXCEPTION: ***Every*** and ***each*** are always followed immediately by singular nouns. (See Chart 7-11, p. 129.) In this case, even when there are two (or more) nouns connected by ***and,*** the verb is singular.
(g) That *book* on political parties *is* interesting. (i) The *book* that I got from my parents *was* very interesting.	(h) The *ideas* in that book *are* interesting. (j) The *books* I bought at the bookstore *were* expensive.	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase ***on political parties*** does not change the fact that the verb ***is*** must agree with the subject ***book***. In (i) and (j): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(k) *Watching* old movies *is* fun.		A gerund (e.g., *watching*) used as the subject of the sentence requires a singular verb. (See Chart 14-8, p. 322.)

☐ Exercise 8. Looking at grammar. (Chart 6-2)

Choose the correct completions.

1. Lettuce (*is, are*) good for you.
2. The subjects you will be studying in this course (*is, are*) listed in the syllabus.
3. The extent of Fatima's knowledge on various subjects (*astounds, astound*) me.
4. Oranges, tomatoes, fresh strawberries, cabbage, and lettuce (*is, are*) rich in vitamin C.

5. Every man, woman, and child (*is, are*) protected under the law.
6. The professor and the student (*agrees, agree*) on that point.
7. Almost every professor and student at the university (*approves, approve*) of the choice of Dr. Brown as the new president.
8. Each girl and boy in the sixth-grade class (*has, have*) to do a science project.
9. Tomatoes (*is, are*) easy to grow. Growing tomatoes (*is, are*) especially easy in hot climates.
10. Getting to know students from all over the world (*is, are*) one of the best parts of my job.
11. Where (*does, do*) your parents live?
12. Annie had a hard time when she was coming home from the store because the bag of groceries (*was, were*) too heavy for her to carry.
13. Why (*was, were*) Yoko and Alex late for the meeting?
14. (*Is, Are*) having the responsibility for taking care of pets good for young children?
15. I like to go shopping when I'm on vacation, but I don't buy many things. A lot of the stuff* in tourist shops (*is, are*) cheaply made and overpriced.



☐ Exercise 9. Listening. (Chart 6-2)

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Listen to the beginning of each sentence. Choose the correct verb.

Example: You will hear: The student . . .
You will choose: (*know,* [✓ *knows*]) the assignment.

1. (*know, knows*) basic math calculations.
2. (*know, knows*) when the assignments are due.
3. (*know, knows*) how to use a thesaurus.
4. (*know, knows*) the classroom routine.
5. (*know, knows*) her expectations.
6. (*know, knows*) how to use the internet.
7. (*know, knows*) how to use sign language.
8. (*know, knows*) where to go in case of fire.

☐ Exercise 10. Warm-up. (Chart 6-3)

Look at the verbs in blue. How do you know when to use a singular or a plural verb?

1. Some of this book is interesting.
2. Some of those books are interesting.
3. Most of those books are interesting.
4. Most of the book is interesting.
5. One of those books is Linda's.
6. Each of those books is yours.

**stuff* = a noun used in informal English to refer to a group of things. For example: *My stuff is in my backpack. My stuff* = my books, pens, gym clothes, etc.

6-3 Subject-Verb Agreement: Using Expressions of Quantity

Singular Verb	Plural Verb	
(a) *Some of the* ***book is*** good. (c) *A lot of the* ***equipment is*** new. (e) *Two-thirds of the* ***money is*** mine. (g) *Most of our* ***homework is*** easy.	(b) *Some of the* ***books are*** good. (d) *A lot of my* ***friends are*** here. (f) *Two-thirds of the* ***boys are*** here. (h) *Most of our* ***assignments are*** easy.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows ***of***. For example, in (a) and (b): ***some of*** + *singular noun* = *singular verb* ***some of*** + *plural noun* = *plural verb*
(i) ***One*** *of my friends* ***is*** here. (j) ***Each*** *of my friends* ***is*** here. (k) ***Every one*** *of my friends* ***is*** here.		EXCEPTIONS: ***One of***, ***each of***, and ***every one of*** take singular verbs. ***one of*** ***each of*** } + *plural noun* = *singular verb* ***every one of***
(l) ***None*** *of the boys* ***is*** here.	(m) ***None*** *of the boys* ***are*** here.	Subjects with ***none of*** used to be considered singular in very formal English, but plural verbs are often used in informal English and sometimes even in formal writing.
(n) ***The number*** *of students* in the class *is* fifteen.	(o) *A number of* ***students were*** late for class.	COMPARE: In (n): ***The number*** is the subject. In (o): ***A number of*** is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

☐ **Exercise 11. Looking at grammar.** (Chart 6-3)
Choose the correct completions. Underline the word(s) that determine whether the verb is singular or plural.

1. Some of the fruit in this bowl ([✓ *is*], *are*) rotten.
2. Some of the apples in that bowl (*is, are*) rotten.
3. Most of the movie (*is, are*) funny.
4. Most of the movies (*is, are*) funny.
5. Half of the students in the class (*is, are*) from Arabic-speaking countries.
6. Half of this money (*is, are*) yours.
7. A lot of the students in the class (*is, are*) from Southeast Asia.
8. A lot of clothing in those stores (*is, are*) on sale this week.
9. One of my best friends (*is, are*) coming to visit me next month.
10. Each boy in the class (*has, have*) his own notebook.
11. Each of the boys in the class (*has, have*) his own notebook.

12. Every one of the students (*is, are*) required to take the final test.

13. None of the animals at the zoo (*is, are*) free to roam. All of them (*is, are*) in enclosures.

14. A number of students (*is, are*) absent today.

15. The number of employees in my company (*is, are*) approximately ten thousand.

16. One of the chief materials in bones and teeth (*is, are*) calcium.

17. (*Does, Do*) all of the students have their books?

18. (*Does, Do*) all of this homework have to be finished by tomorrow?

19. Why (*was, were*) some of the students excused from the examination?

20. Why (*was, were*) one of the students excused from the examination?

☐ Exercise 12. Looking at grammar. (Chart 6-3)

Take turns making sentences. Work with a partner or in small groups.

*. . . **is/are** unusual.*

1. The story → *The story is unusual.*
2. The stories
3. Some of the story
4. Some of the stories
5. Two-thirds of the story
6. One of the stories
7. Each of the stories
8. None of the story
9. None of the stories
10. A number of stories

*. . . **is/are** secondhand.*

11. The furniture
12. A lot of the furniture
13. A lot of the chairs
14. Some of the furniture
15. Half of the furniture
16. None of the furniture
17. Some of the chairs
18. Three-fourths of the furniture
19. Seventy-five percent of the furniture
20. Half of the chairs

☐ Exercise 13. Warm-up. (Chart 6-4)

Complete the sentences with your own words.

1. Think about (or look around) your classroom.

There are ______________________________ in my classroom.

There is ______________________________ in my classroom.

2. Think about (or look around) your bedroom.

There are ______________________________ in my bedroom.

There is ______________________________ in my bedroom.

6-4 Subject-Verb Agreement: Using *There* + *Be*

(a) *There is a fly* in the room. (b) *There are three windows* in this room.	***There*** + ***be*** introduces the idea that something exists in a particular place. ***There*** + ***be*** + *subject* + *expression of place** The subject follows ***be*** when ***there*** is used. In (a): The subject is *a fly.* (singular) In (b): The subject is *three windows.* (plural)
(c) INFORMAL: There*'s two sides* to every story.	In informal spoken English, some native speakers use a singular verb even when the subject is plural, as in (c). The use of this form is fairly frequent but is not generally considered to be grammatically correct.

*Sometimes the expression of place is omitted when the meaning is clear. For example, *There are seven continents.* The implied expression of place is clearly *in the world.*

☐ Exercise 14. Looking at grammar. (Chart 6-4)

Choose the correct completions.

1. There (*isn't, aren't*) any letters in the mail for you today.
2. There (*isn't, aren't*) any mail for you today.
3. There (*is, are*) a lot of problems in the world.
4. There (*is, are*) a hole in his sock.
5. How many kinds of birds (*is, are*) there in the world?
6. Why (*isn't, aren't*) there a hospital close to those villages?
7. There (*was, were*) a terrible earthquake in Iran last year.
8. Why (*is, are*) there a shortage of available apartments for rent in this city at present?
9. There (*is, are*) more women than men in my office.
10. There (*has been, have been*) a line in front of that theater every night for the past two weeks.
11. How many wars do you suppose there (*has been, have been*) in the history of the world?

☐ Exercise 15. Listening. (Chart 6-4)

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Choose the words you hear. For many of the sentences, you will hear reductions of the given words. NOTE: ***Is*** + ***there*** can sound like "ih-zehr." For example, ***Is there*** ("ih-zehr") *a doctor in the house?*

Example: You will hear: There's a spider on the wall.
You will choose: [✓ There is] There are

1. There is There are
2. there is there are
3. There is There are
4. There is There are
5. Is there Are there
6. Is there Are there
7. there is there are
8. Is there Are there

☐ Exercise 16. Let's talk. (Chart 6-4)

Using ***there*** and ***be,*** name four or five things that exist in the given places. Work in small groups or as a class.

Example: in this book
SPEAKER A: There are exercises in this book.
SPEAKER B: There's an index in this book.
SPEAKER C: There are illustrations in this book.

1. on this page
2. in this room
3. in this city
4. on an airplane
5. in the world
6. in outer space

☐ Exercise 17. Let's talk and write. (Chart 6-4)

Choose the correct verb in each sentence. Based on the city/town you're in now, do you agree or disagree with each statement? Circle *yes* or *no.* Afterward, write four more true sentences about this city/town. Begin your sentences with ***There is/There are.*** Share some of them with the class.

1. There (*is, are*) good public transportation. yes no
2. There (*is, are*) clean air. yes no
3. There (*is, are*) enough recreation areas. yes no
4. There (*is, are*) good restaurants. yes no
5. There (*is, are*) excellent medical facilities. yes no

☐ Exercise 18. Warm-up. (Chart 6-5)

Look at the subjects and verbs (in blue) in each pair of sentences. Some of them are "exceptions to the rule." For example, nouns that end in ***-s*** usually take a plural verb, but sometimes not. Look for these irregularities.

1. a. Nations are groups of people who share a common identity.
   b. The United Nations is an international organization.

2. a. Kilometers are measures of distance.
   b. Seven kilometers is too far for me to run.

3. a. *Mix* and *fix* are verbs.
   b. Six and six is twelve.

4. a. Whales are mammals.
   b. People are mammals.

5. a. English is a language.
   b. The English are concerned about global warming.

6-5 Subject-Verb Agreement: Some Irregularities

Singular Verb	
(a) *The United States* ***is*** big. (b) *The Philippines* ***consists*** of more than 7,000 islands. (c) *The United Nations* ***has*** its headquarters in New York City. (d) *Harrods* ***is*** a department store.	Sometimes a proper noun that ends in **-s** is singular. In the examples, if the noun is changed to a pronoun, the singular pronoun ***it*** is used (not the plural pronoun ***they***) because the noun is singular. In (a): ***The United States*** = ***it*** (not ***they***)
(e) The *news* ***is*** interesting.	***News*** is singular.
(f) *Mathematics* ***is*** easy for her. *Physics* ***is*** easy for her too.	Fields of study that end in ***-ics*** require singular verbs.
(g) *Diabetes* ***is*** an illness.	Certain illnesses that end in **-s** are singular: *diabetes, measles, mumps, rabies, rickets, shingles.*
(h) *Eight hours* of sleep ***is*** enough. (i) *Ten dollars* ***is*** too much to pay. (j) *Five thousand miles* ***is*** too far to travel.	Expressions of time, money, and distance usually require a singular verb.
(k) *Two and two* ***is*** four. *Two and two* ***equals*** four. *Two plus two* ***is/equals*** four. (l) *Five times five* ***is*** twenty-five.	Arithmetic expressions require singular verbs.

Plural Verb	
(m) *Those people* ***are*** from Canada. (n) *The police* ***have*** been called. (o) *Cattle* ***are*** domestic animals. (p) *Fish* ***live*** under water.	*People,* police, cattle,* and *fish* do not end in **-s**, but they are plural nouns in the example sentences and require plural verbs.

Singular Verb	Plural Verb	
(q) *English* ***is*** spoken in many countries. (s) *Chinese* ***is*** his native language.	(r) *The English* ***drink*** tea. (t) *The Chinese* ***have*** an interesting history.	In (q): ***English*** = language In (r): ***The English*** = people from England Some nouns of nationality that end in **-sh**, **-ese**, and **-ch** can mean either language or people, e.g., *English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French.*
	(u) *The poor* ***have*** many problems. (v) *The rich* ***get*** richer.	A few adjectives can be preceded by ***the*** and used as a plural noun (without final **-s**) to refer to people who have that quality. Other examples: *the young, the elderly, the living, the dead, the blind, the deaf, the disabled.*

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*The word *people* has a final **-s** (*peoples*) only when it is used to refer to ethnic or national groups: *All the* ***peoples*** *of the world desire peace.*

☐ Exercise 19. Looking at grammar. (Chart 6-5)

Choose the correct completions.

1. The United States ([✓ *has,*] *have*) a population of around 300 million.
2. The news about Mr. Gonzalez (*is, are*) surprising.
3. The *New York Times* (*is, are*) an established and respected newspaper.
4. Physics (*seek, seeks*) to understand the mysteries of the physical world.
5. Statistics (*is, are*) a branch of mathematics.
6. The statistics in that report on oil production (*is, are*) incorrect.*
7. Fifty minutes (*is, are*) the maximum length of time allowed for the exam.
8. Twenty dollars (*is, are*) an unreasonable price for the necklace.
9. Many people in the world (*does, do*) not have enough to eat.
10. The police (*is, are*) prepared in case there is a riot.
11. Rabies (*is, are*) an infectious and often fatal disease.
12. The French (*is, are*) proud, independent people.
13. French (*is, are*) not my native language.
14. Many Japanese (*commutes, commute*) to their places of work.
15. Portuguese (*is, are*) somewhat similar to Spanish, (*isn't it, aren't they*)?
16. The poor (*is, are*) helped by government programs.
17. The blind (*want, wants*) the rest of us to treat them the same way we treat everyone else.
18. The effect of a honeybee's sting on a human being (*depends, depend*) on that person's susceptibility to the bee's venom. Most people (*is, are*) not in danger if they are stung, but there (*has, have*) been instances of allergic deaths from a single honeybee sting.

☐ Exercise 20. Game. (Chart 6-5)

Check your knowledge by choosing the correct words (or numbers) in parentheses. Then complete the sentences with ***is*** or ***are***. Work in pairs or small groups. (The correct answers can be found on page 476.)

1. (*The Scots, The Irish,* [✓ *The English*]) __are__ famous for educational institutions like Oxford and Cambridge.
2. (*Statistics, Linguistics, Physics*) ________ the study of the structure and nature of language.
3. (*Diabetes, Measles, Rabies*) ________ a blood-sugar illness.
4. (*English, French, Afrikaans*) ________ the official language of Namibia.

Statistics* is singular when it refers to a field of study (e.g., ***Statistics is* *an interesting field of study.*). When it refers to particular numbers, it is used as a count noun: *singular = one statistic* (no final ***-s***); *plural = two statistics.* For example, ***This statistic is*** *correct.* ***Those statistics are*** *incorrect.*

5. People from Canada ________ called (*Canadas, Canadians, Canadese*).

6. Approximately (*60 percent, 70 percent, 80 percent*) of the earth ________ covered by water, but only (*one percent, ten percent, twenty percent*) of the earth's water ________ drinkable.

7. 312 × .5 + 100 ________ (*227, 275, 256*).

8. (*The United Arab Emirates, The Netherlands, The Philippines*) ________ in the Northern Hemisphere (i.e., north of the equator).

9. (*Fish, Whales, Cattle*) ________ not mammals.

☐ **Exercise 21. Let's talk.** (Chart 6-5)

Work in small groups. Take turns giving answers.

1. How many hours of sleep is enough for you? How are you affected if you don't get that amount of sleep?
2. Write one math equation for each answer: 250, 75, 700, and 1,000. Use addition, subtraction, multiplication, or division. Read the equations aloud for others to answer.
3. What do you think is a reasonable amount of money to pay for school supplies and textbooks for one term?
4. What do you think is a manageable distance for a person to commute to and from a job? Give your answer in miles or kilometers.
5. In your opinion, what advantages do the old have over the young? The young over the old?
6. Consider various school subjects: science (biology, chemistry, etc.), mathematics (algebra, geometry, etc.), languages, etc. Which class is easy for you to understand? Which is difficult for you? Which is the most enjoyable?
7. Think of a country that has a history you're familiar with. Share some information about the people (the Chinese, the French, the Egyptians, etc.) of this country. Which country has a history you'd like to know more about?

☐ **Exercise 22. Looking at grammar.** (Charts 6-2 → 6-5)

Your teacher will give you phrases to complete with ***is*** or ***are***. Close your book for this activity.

Example:

TEACHER (*book open*): Women
SPEAKER A: (*book closed*): are
TEACHER (*book open*): Every man, woman, and child
SPEAKER B (*book closed*): is

1. A woman and her child
2. One of the countries I would like to visit
3. Some of the cities I would like to visit
4. A number of students
5. Ten minutes
6. Most people
7. Chinese
8. The Chinese
9. The poor in my country
10. Washing the dishes
11. The United States
12. This exercise on subject-verb agreement

☐ Exercise 23. Looking at grammar. (Charts 6-2 → 6-5)

Your teacher will give you phrases to complete with ***is*** or ***are***. Close your book for this activity.

Example:
TEACHER (*book open*): His idea \ interesting
STUDENT A (*book closed*): His idea is interesting.

1. His ideas \ interesting
2. Some of the people \ friendly
3. One of the girls \ absent
4. Italian \ a Romance language
5. Two-thirds of the food \ gone
6. The clothes in that store \ expensive
7. The clothing in those stores \ inexpensive
8. Most of the stores in tourist towns \ overpriced

☐ Exercise 24. Let's talk. (Charts 6-2 → 6-5)

Choose the correct verb in each sentence. Are the sentences true in your opinion? Circle *yes* or *no*. Share some of your answers with the class.

1. The United Nations (*has, have*) an important role in today's world. yes no
2. Mathematics (*is, are*) an interesting subject. yes no
3. Both boys and girls (*needs, need*) to learn how to do housecleaning. yes no
4. Every girl and boy in my country (*needs, need*) to have immunizations for certain diseases before entering public school. yes no
5. Two hours of homework per day (*is, are*) too much for elementary school children. yes no
6. Having good computer skills (*is, are*) necessary if you want to get a high-paying job. yes no
7. One of the biggest problems in the world today (*is, are*) the lack of clean, fresh drinking water for significant numbers of people. yes no
8. We may come from different cultures and have different customs, but I believe that people across the world (*is, are*) more alike than different. yes no

☐ Exercise 25. Game. (Charts 6-2 → 6-5)

Work in teams. Decide if the sentences are correct (C) or incorrect (I). If incorrect, make the necessary changes. Your teacher will give you a time limit. The team with the most correct answers wins.

C I
___ ✓ 1. The news about the economy ~~were~~ *was* disappointing.
✓ ___ 2. The economy is not doing well.
___ ___ 3. Economists is worried.
___ ___ 4. Economics is a field of study.

C I

___ ___ 5. Where's Kenya on the map?

___ ___ 6. Where's my gloves? I can't find them.

___ ___ 7. More men than women are left-handed.

___ ___ 8. Chinese have more than fifty thousand written characters.

___ ___ 9. About two-thirds of the Vietnamese works in agriculture.

___ ___ 10. Two hours is too long to wait, don't you think?

___ ___ 11. How many people is there in Canada?

___ ___ 12. What is the population of Canada?

___ ___ 13. Everybody in my family enjoys music and reading.

___ ___ 14. Some of the movies these days contains too much violence.

☐ Exercise 26. Looking at grammar. (Chapter 6)

Complete the sentences. Use the simple present form of the verbs in parentheses.

1. My alarm clock (*ring*) ___*rings*___ at seven every morning.
2. There (*be*) ________ a lot of sheep in the field.
3. One of my friends (*keep*) ________ a goldfish bowl on her kitchen table.
4. Sensitivity to other people's feelings (*make*) ________ Giorgio a kind person.
5. Each car, truck, and motorcycle (*be*) ________ stopped at the border by customs officials.
6. My driver's license (*be*) ________ in my wallet.
7. (*Do*) ____________ Sergei's uncle live in the suburbs?
8. (*Do*) ____________ most of the students live in the dormitories?
9. An orange and black bird (*be*) ________ sitting in that tree.
10. An orange bird and a black bird (*be*) ________ sitting in that tree.
11. The insurance rates on our car (*be*) ________ high because we live in a city.
12. (*Be*) ________ January and February the coldest months of the year in the Northern Hemisphere?
13. Almost two-thirds of the land in the southwestern areas of the country (*be*) ________ unsuitable for farming.
14. A car with poor brakes and no brake lights (*be*) ________ dangerous.

15. Almost all the information in those texts on the Aztec Indians and their civilization (*appear*) ______________________ to be well researched.

16. Every day there (*be*) ________ more than a dozen traffic accidents in the city.

17. No news (*be*) ________ good news.

18. Four hours of skiing (*provide*) ______________________ plenty of exercise.

☐ Exercise 27. Check your knowledge. (Chapter 6)

Correct the errors in subject-verb agreement. Some sentences contain no errors.

1. The books in my office ~~is~~ *are* very valuable to me.
2. All of the windows in our house were broken in the earthquake. (*no errors*)
3. A lot of the people in my class works during the day and attends class in the evening.
4. Many of the satellites orbiting the earth is used for communications.
5. The news about the long-range effects of air pollution on the development of children's lungs is disturbing.
6. Studying a foreign language often lead students to learn about the culture of the countries where it is spoken.
7. One of the most common names for dogs in the United States are "Rover."
8. A number of planes were delayed due to the snowstorm in Denver.
9. Most of the mountain peaks in the Himalayan Range is covered with snow the year round.
10. The number of passengers affected by the delays was great.
11. Seventy-five percent of the people in New York City lives in upstairs apartments, not on the ground floor.
12. Approximately 76 percent of all the data in computers around the world is in English.

13. Unless there are a profound and extensive reform of government policies in the near future, the economic conditions in that country will continue to deteriorate.

14. While I was in Paris, some of the best food I found were not at the well-known eating places but in small out-of-the-way cafés.

Chez Michel

☐ Exercise 28. Let's talk. (Chapter 6)

Work in small groups. Share your experiences as second language learners. Discuss the following questions and any other thoughts that occur to you. Summarize some of your group's conclusions for the rest of the class. Listen to each other for subject-verb agreement.

1. How much English do you speak and read outside the classroom? Is using English in class sufficient for you to meet your language-learning goals? What are some good ways to get practice with English outside the classroom?
2. Do you avoid certain situations if you have to speak English? For example, speaking on the phone? Attending a party? Participating in class discussion?
3. Are you afraid of making mistakes when you speak? Everyone who is learning a second language makes mistakes. It's part of the process. Do mistakes matter?

☐ Exercise 29. Let's talk and write. (Chapter 6)

Tell a fairy/folk tale from your country or from your imagination. Present your story to a small group or to the class in five minutes or less. Begin your tale with ***Once upon a time, there was/were***. Listeners can write short summaries of each story.

Example: *Once upon a time, there was* a mother duck who was sitting on her nest of eggs. Suddenly they began to hatch. Six cute, yellow ducklings popped out of their shells, but the seventh had gray feathers and looked very strange. The ugly duckling struggled to fit in, but he felt that nobody wanted him because he looked so different from all the others.* Etc.

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*Adapted from *The Ugly Duckling* by Hans Christian Andersen.

Chapter 7

Nouns

☐ Exercise 1. What do I already know? (Chart 7-1)

Write the plural forms of the given nouns.

1. one child, two *children*
2. one branch, two ________
3. one mouse, two ________
4. one enemy, two ________
5. one valley, two ________
6. one shelf, two ________
7. one belief, two ________
8. one woman, two ________
9. one echo, two ________
10. one photo, two ________
11. one zero, two ________
12. one crisis, two ________
13. one curriculum, two ________
14. one offspring, two ________

☐ Exercise 2. Warm-up. (Chart 7-1)

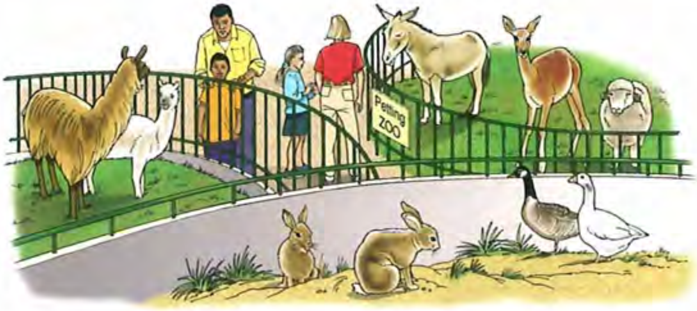
Complete the sentences with the plural forms of the given nouns.

Last night I ate a lot of ____.

1. tomato *tomatoes*
2. potato ________
3. fish ________
4. sandwich ________
5. carrot ________
6. vegetable ________

Did you see any ____ at the zoo?

7. kangaroo ________
8. goose ________
9. donkey ________
10. deer ________
11. wolf ________
12. sheep ________



7-1 Regular and Irregular Plural Nouns

(a) song—*songs*	The plural of most nouns is formed by adding final ***-s***.*
(b) box—*boxes*	Final ***-es*** is added to nouns that end in ***-sh***, ***-ch***, ***-s***, ***-z***, and ***-x***.*
(c) baby—*babies*	The plural of words that end in a consonant + ***-y*** is spelled ***-ies***.*
(d) man—*men* woman—*women* child—*children* ox—*oxen* foot—*feet* goose—*geese* tooth—*teeth* mouse—*mice* louse—*lice*	The nouns in (d) have irregular plural forms that do not end in ***-s***.
(e) echo—*echoes* hero—*heroes* potato—*potatoes* tomato—*tomatoes*	Some nouns that end in ***-o*** add ***-es*** to form the plural.
(f) auto—*autos* ghetto—*ghettos* kangaroo—*kangaroos* kilo—*kilos* memo—*memos* photo—*photos* piano—*pianos* radio—*radios* solo—*solos* soprano—*sopranos* studio—*studios* tatoo—*tatoos* video—*videos* zoo—*zoos*	Some nouns that end in ***-o*** add only ***-s*** to form the plural. NOTE: When in doubt, use your dictionary or spellcheck.
(g) memento—*mementoes/mementos* mosquito—*mosquitoes/mosquitos* tornado—*tornadoes/tornados* volcano—*volcanoes/volcanos* zero—*zeroes/zeros*	Some nouns that end in ***-o*** add either ***-es*** or ***-s*** to form the plural (with ***-es*** being the more usual plural form).
(h) calf—*calves* half—*halves* knife—*knives* leaf—*leaves* life—*lives* loaf—*loaves* self—*selves* shelf—*shelves* thief—*thieves* wolf—*wolves* scarf—*scarves/scarfs*	Some nouns that end in ***-f*** or ***-fe*** are changed to ***-ves*** to form the plural.
(i) belief—*beliefs* chief—*chiefs* cliff—*cliffs* roof—*roofs*	Some nouns that end in ***-f*** simply add ***-s*** to form the plural.
(j) one deer—*two deer* one fish—*two fish*** one means—*two means* one offspring—*two offspring* one series—*two series* one sheep—*two sheep* one shrimp—*two shrimp**** one species—*two species*	Some nouns have the same singular and plural form: e.g., *One deer is* . . . . *Two deer are* . . . .
(k) criterion—*criteria* phenomenon—*phenomena* (l) bacterium—*bacteria* curriculum—*curricula* datum—*data* medium—*media* memorandum—*memoranda* (m) analysis—*analyses* basis—*bases* crisis—*crises* hypothesis—*hypotheses* parenthesis—*parentheses* thesis—*theses*	Some nouns that English has borrowed from other languages have foreign plurals.

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*For information about the pronunciation and spelling of words ending in ***-s/-es***, see Chart 6-1, p. 85.

***Fishes* is also possible but rarely used.

***Especially in British English, but also occasionally in American English, the plural of *shrimp* can be *shrimps*.

☐ Exercise 3. Game. (Chart 7-1)

Divide into teams of three to five members. The leader has paper and a pen. Use Chart 7-1 to list plural nouns that fit the given categories.

The team that comes up with the most words within the given time limit wins. Be ready to explain a choice if another team questions it. Your teacher will decide if the word belongs on the list.

Example: things that cause people physical problems
TEAM A LEADER writes: *mosquitoes, lice, tornadoes, autos,* etc.
TEAM B: How do autos cause physical problems?
TEAM A: They hit people.
TEACHER: We'll accept *autos* on the list.

Make a list of:

1. things that you find in nature
2. things that you see every day
3. things in life that can be dangerous
4. things that you can hear

☐ Exercise 4. Looking at spelling. (Chart 7-1)

Write the plural form of each word in the correct column. Some forms have two possible spellings.

✓belief
box
chief
class
cloud
✓deer
fish
✓hero
kilo
✓knife
leaf
life
loaf
match
memo
photo
potato
scarf
sheep
shelf
tomato
video
wolf
zoo

-s	***-es***	***-ves***	no change
beliefs	*heroes*	*knives*	*deer*

☐ Exercise 5. Looking at grammar. (Chart 7-1)

Write the correct forms of the given nouns. Use each noun only one time.

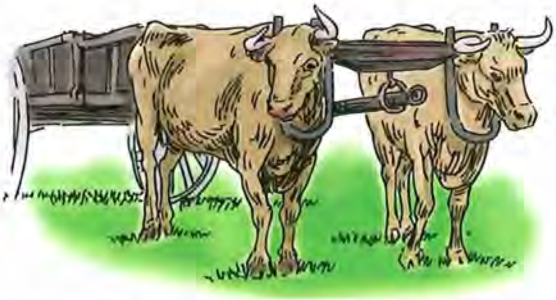
attorney
beach
box
cliff

discovery
laboratory
man

✓match
medium
ox

piano
phenomenon
✓tooth

1. The baby has been crying and not sleeping well at night because she is getting her first ____teeth________.
2. I need some ____matches______ to light the fire.
3. Studies are showing that ________________ process information differently from women.
4. Maria needed some legal advice for her businesses, so she contacted two ________________.
5. New scientific ________________ are made every day in ________________________ throughout the world.
6. The farmer loaded his cart with ________________ of fresh vegetables to take to market. His cart was pulled by two ________________.



7. The north side of the island has no ________________ for people to walk on. There are only steep ________________. No one can climb these steep walls of rock.
8. The music building at the university has 27 ________________ for students to play on. Students need to sign up for practice times.
9. Thunder and lightning are ________________ of nature.
10. People get most of their news about the world through the mass ________________, that is, through radio, television, the internet, newspapers, and magazines.

☐ Exercise 6. Looking at grammar. (Chart 7-1)

Change the nouns to plural as necessary. Do not change any other words.

(1) ~~Bacterium~~ *Bacteria* are the smallest living thing. They are simple organism that consist of one cell.

(2) Bacterium exist almost everywhere. They are in the air, water, and soil* as well as in the body of all living creature.

(3) There are thousand of kind of bacterium. Most of them are harmless to human being, but some cause diseases such as tuberculosis and pneumonia.

(4) Virus are also microscopic organism, but virus live in the cell of other living thing. By themselves, they are lifeless particle that cannot reproduce, but inside a living cell they become active and can multiply hundred of time.

(5) Virus cause many disease. They infect human being with such illness as influenza, the common cold, measles, and AIDS (Acquired Immune Deficiency Syndrome).

(6) Virus are tiny. The virus that causes AIDS is 230 million** times smaller than the period at the end of this sentence. Some viral infection are difficult or impossible to treat.

☐ Exercise 7. Warm-up. (Chart 7-2)

Decide if the words in blue refer to one person or more than one person. If the meaning is one, write **1**. If the meaning is more than one, write **2**.

1. his sisters' opinions ___
2. his sister's opinions ___
3. my son's school ___
4. my sons' school ___
5. the men's hats ___
6. the man's hats ___

***Air, water,* and *soil* are used as noncount nouns and thus have no plural form. See Chart 7-4 for information about noncount nouns.

When the words *hundred thousand, million,* and *billion* are used with numerals, they remain in their singular form: ***Six hundred* *employees will attend the company picnic this year. There are* ***three thousand*** *entrants in the photo contest.*
When they are used without numerals to indicate an indefinite but large number of something, they are used in their plural form: ***Hundreds*** *of people came to the concert. There are* ***thousands*** *of earthquakes in the world every year.* ***Millions*** *of people in the world are starving.*

7-2 Possessive Nouns

Singular Noun	**Possessive Form**	
(a) the girl	*the girl's*	To show possession, add an apostrophe (') and ***-s*** to a singular noun: *The **girl's** book is on the table.*
(b) Tom	*Tom's*	If a singular noun ends in ***-s***, there are two possible forms: 1. Add an apostrophe and ***-s**: **Thomas's** book.* 2. Add only an apostrophe: ***Thomas'** book.*
(c) my wife	*my wife's*	
(d) a lady	*a lady's*	
(e) Thomas	*Thomas's/Thomas'*	
Plural Noun	**Possessive Form**	
(f) the girls	*the girls'*	Add only an apostrophe to a plural noun that ends in ***-s**:* *The **girls'** books are on the table.* Add an apostrophe and ***-s*** to plural nouns that do not end in ***-s**: The **men's** books are on the table.*
(g) their wives	*their wives'*	
(h) the ladies	*the ladies'*	
(i) the men	*the men's*	
(j) my children	*my children's*	
(k) *Alan and Lisa's* apartment is on the third floor.		When two (or more) names are connected by ***and***, only the final name shows possession.

☐ **Exercise 8. Looking at grammar.** (Chart 7-2)
Complete the sentences. Use the possessive form of the nouns in parentheses.

1. (*Mrs. Smith*) Mrs. Smith's husband often gives her flowers.
2. The (*boy*) ________________ hat is red.
3. The (*boys*) ________________ hats are red.
4. The (*children*) ____________________ toys are all over the floor.
5. I fixed the (*child*) ________________ bicycle.
6. (*Sally*) ________________ last name is White.
7. (*Bess*) ________________ last name is Young.
8. There are many problems in (*today*) ________________ world.
9. It would cost me a (*month*) __________________ salary to buy that refrigerator.
10. We went to (*Jack and Larry*) ____________________________ house for dinner.

☐ **Exercise 9. Looking at grammar.** (Chart 7-2)
Correct the errors. Use the possessive nouns by adding apostrophes and final ***-s/-es*** as necessary.

1. I enjoy visiting ~~friend~~ friends' houses.
2. When I was in Chicago, I stayed at a ~~friend~~ friend's house.
3. My uncle is my father brother.

4. I have four aunts. All of my aunt homes are within walking distance of my mother apartment.

5. Esteban's aunt oldest son is a violinist.

6. Bill wife is a factory worker.

7. I walked into my boss office.

8. I borrowed the secretary pen to fill out the application form.

9. Five astronauts were aboard the space shuttle. The astronaut safe return to earth was a welcome sight to millions of television viewers.

10. It is the people right to know what the city is going to do about the housing problem.

11. Quite a few diplomats are assigned to our city. Almost all of the diplomat children attend a special school.

12. A diplomat work invariably involves numerous meetings.

☐ Exercise 10. Looking at grammar. (Chart 7-2)

Correct the errors in the use of possessive nouns by adding apostrophes as necessary.

1. Texas is a leading producer of petroleum and natural gas. It is one of the world's largest storage areas for petroleum.
2. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an individuals personal characteristics, such as friendliness or trustworthiness.
3. Many mythological stories tell of heroes encounters with giants or dangerous animals. In one story, the heros encounter with a dragon saves a village from destruction.
4. Childrens play is an important part of their lives. It teaches them about their environment while they are having fun. For instance, they can learn that boats float and can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. Adults toys are usually much more expensive than childrens toys.

☐ Exercise 11. Warm-up. (Chart 7-3)

Which nouns in the list commonly follow the nouns ***computer*** and ***airplane***?

error passenger pilot screen skills ticket

1. computer ______________________ 2. airplane ______________________

computer ______________________ airplane ______________________

computer ______________________ airplane ______________________

7-3 Nouns as Adjectives

The soup has vegetables in it. (a) It is ***vegetable** soup*. The building has offices in it. (b) It is an ***office** building*.	When a noun is used as an adjective, it is in its singular form.* *INCORRECT:* vegetable ~~-s~~ soup
The test lasted two hours. (c) It was a ***two-hour** test*. Her son is five years old. (d) She has a ***five-year-old** son*.	When a noun used as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used. *INCORRECT:* She has a five year ~~-s~~ old son.

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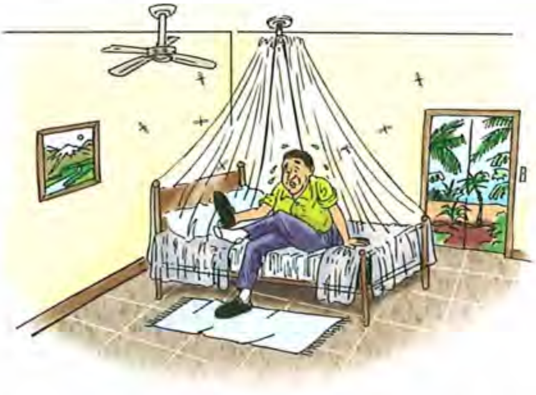
*Adjectives never take a final ***-s*** (*INCORRECT: beautiful ~~s~~ pictures*). See Appendix Chart A-2.

☐ Exercise 12. Looking at grammar. (Chart 7-3)

Complete the sentences with the words in *italics*. Use the singular or plural form as appropriate. Include hyphens (-) as necessary.

1. *shoe* They sell ___shoes___ at that store. It is a ___shoe___ store.
2. *flower* My garden has ____________ in it. It is a ____________ garden.
3. *bean* This soup is made from black ____________. It is black ____________ soup.
4. *baby* People can buy special food in small jars for ____________. It is called ____________ food.
5. *child* Dr. Adams is trained as a psychologist for ____________. She is a ____________ psychologist.
6. *salad* At a formal dinner, there are usually two forks on the table. The smaller fork is for ____________. It is a ____________ fork.
7. *mosquito* In tropical climates, sometimes it is necessary to hang a net over a bed to protect the sleeper from ____________. It is called a ____________ net.



8. *two + hour* The plane was late. We had a ______________________ wait.
We had to wait for ______________________.

9. *ten + year + old* My brother is ______________________. I have a
______________________ brother.

10. *three + letter* *Arm* and *dog* are ______________________ words. Each
word has ______________________.

☐ Exercise 13. Game. (Chart 7-3)

Work in teams. Think of common expressions in which the given nouns are used to modify other nouns. The team that comes up with the most expressions in the given time wins.

Example: flower → *a flower vase, a flower garden, a flower shop, etc.*

1. cotton
2. grammar
3. birthday
4. chicken
5. telephone
6. mountain
7. government
8. football
9. morning
10. street
11. newspaper
12. hotel
13. kitchen
14. baby
15. vegetable
16. bicycle

☐ Exercise 14. Listening. (Chart 7-3)

Listen to the sentences. Choose the words you hear.

CD 1
Track 37

Examples: You will hear: Ted is a professor at two well-known colleges.
You will choose: [✓ professor] professors college [✓ colleges]

You will hear: Ted is a highly respected college professor.
You will choose: [✓ college] colleges [✓ professor] professors

1.	taxi	taxis	driver	drivers
2.	driver	drivers	taxi	taxis
3.	office	offices	manager	managers
4.	manager	managers	office	offices
5.	airplane	airplanes	seat	seats
6.	airplane	airplanes	seat	seats
7.	school	schools	activity	activities
8.	school	schools	activity	activities

☐ Exercise 15. Warm-up. (Chart 7-4)

Choose all the correct completions.

1. I got one ______.
   a. letter b. postcard c. package d. mail

2. My room has one ______.
   a. chair b. furniture c. table d. bed

7-4 Count and Noncount Nouns

(a) I bought *a chair*. Sam bought *three chairs*. (b) We bought *some furniture*. *INCORRECT:* We bought some furniture ~~s~~. *INCORRECT:* We bought ~~a~~ furniture.	***Chair*** is called a "count noun." This means you can count chairs: *one chair, two chairs, etc.* ***Furniture*** is called a "noncount noun." In grammar, you cannot use numbers (*one, two, etc.*) with the word ***furniture***.

	Singular	**Plural**	
Count Noun	*a chair* *one chair*	*two chairs* *some chairs* *a lot of chairs* *many chairs* *Ø chairs**	A count noun: (1) may be preceded by ***a/an*** or ***one*** in the singular. (2) takes a final ***-s/-es*** in the plural.
Noncount Noun	*some furniture* *a lot of furniture* *much furniture* *Ø furniture**		A noncount noun: (1) is not immediately preceded by ***a/an*** or ***one***. (2) has no plural form, so does not add a final ***-s/-es***.

*Ø = nothing (i.e., no article or other determiner).

☐ **Exercise 16. Looking at grammar.** (Chart 7-4)
Look at the *italicized* nouns. Write "C" above the count nouns and "NC" above the noncount nouns.

C C C NC
1. I bought some *chairs*, *tables*, and *desks*. In other words, I bought some *furniture*.

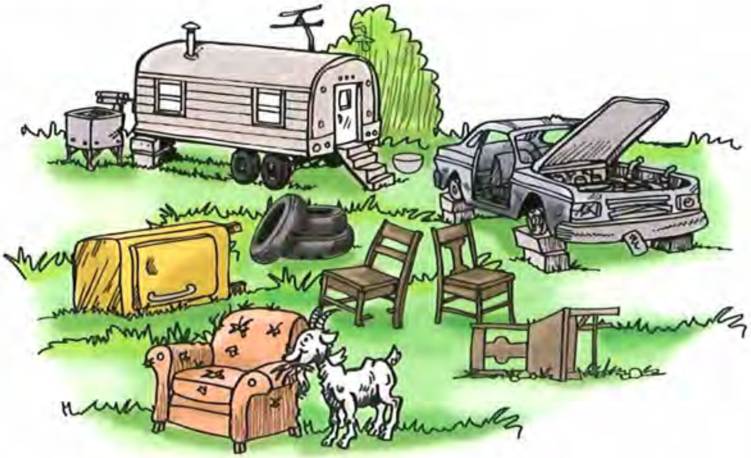
2. Michiko likes to wear *jewelry*. Today she is wearing four *rings*, six *bracelets*, and a *necklace*.

3. We saw beautiful *mountains*, *fields*, and *lakes* on our trip. We saw beautiful *scenery*.

4. *Gold* and *iron* are *metals*.

5. I used an *iron* to press my wrinkled shirt.

6. They have a rusty *car* without an *engine*, broken *furniture*, and an old *refrigerator* in their front yard. Their yard is full of *junk*.



7-5 Noncount Nouns

(a) I bought some chairs, tables, and desks. In other words, I bought some *furniture*.	Many noncount nouns refer to a "whole" that is made up of different parts. In (a): ***furniture*** represents a whole group of things that is made up of similar but separate items.
(b) I put some *sugar* in my *coffee*.	In (b): ***sugar*** and ***coffee*** represent whole masses made up of individual particles or elements.*
(c) I wish you *luck*.	Many noncount nouns are abstractions. In (c): ***luck*** is an abstract concept, an abstract "whole." It has no physical form; you can't touch it; you can't count it.
(d) *Sunshine* is warm and cheerful.	A phenomenon of nature, such as ***sunshine***, is frequently used as a noncount noun, as in (d).
(e) NONCOUNT: Ann has brown *hair*. COUNT: Tom has a *hair* on his jacket. (f) NONCOUNT: I opened the curtains to let in some *light*. COUNT: Don't forget to turn off the *light* before you go to bed.	Many nouns can be used as either noncount or count nouns, but the meaning is different, e.g., ***hair*** in (e) and ***light*** in (f). (Dictionaries written especially for learners of English as a second language are a good source of information on count/noncount usage of nouns.)

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*To express a particular quantity, some noncount nouns may be preceded by unit expressions: *a spoonful of sugar, a glass of water, a cup of coffee, a quart of milk, a loaf of bread, a grain of rice, a bowl of soup, a bag of flour, a pound of meat, a piece of furniture, a piece of paper, a piece of jewelry.*

7-6 Some Common Noncount Nouns

This list is a sample of nouns that are commonly used as noncount nouns. Many other nouns can also be used as noncount nouns.

(a) WHOLE GROUPS MADE UP OF SIMILAR ITEMS: baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/cash/change, postage, scenery, stuff, traffic, etc.

(b) FLUIDS: water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
(c) SOLIDS: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
(d) GASES: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
(e) PARTICLES: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.

(f) ABSTRACTIONS:
—beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.
—advice, information, news, evidence, proof, etc.
—time, space, energy, etc.
—homework, work, etc.
—grammar, slang, vocabulary, etc.
(g) LANGUAGES: Arabic, Chinese, English, Spanish, etc.
(h) FIELDS OF STUDY: chemistry, engineering, history, literature, mathematics, psychology, etc.
(i) RECREATION: baseball, soccer, tennis, chess, bridge, poker, etc.
(j) ACTIVITIES: driving, studying, swimming, traveling, walking (and other gerunds)

(k) NATURAL PHENOMENA: weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.

☐ Exercise 17. Looking at grammar. (Charts 7-3, 7-5, and 7-6)

Add final **-s/-es** to the nouns in *italics* if necessary. Do not add or change any other words.

1. Isabel always has fresh *egg*$\overset{s}{\wedge}$ available because she raises *chicken*$\overset{s}{\wedge}$ in her yard.
2. I had *chicken* and *rice* for dinner last night. (*no change*)
3. Outside my window, I can see a lot of *tree, bush, grass, dirt,* and *flower.*
4. Abdullah gave me some good *advice.* Nadia also gave me some good *suggestion.*
5. Yoko learned several new *word* today. She increased her *vocabulary* today.
6. I drank two *glass* of *water.*
7. *Window* are made of *glass.*
8. Mr. Chu wears *glass* because he has poor *eyesight.*
9. It took me a lot of *time* to finish my *homework.* I had a lot of *assignment.*
10. I have been in Mexico three *time.* I've spent a lot of *time* there.
11. The air is full of *smoke, dust,* carbon *monoxide,* and many other harmful *substance.* We must try to reduce air *pollution.*
12. I like to read good *literature.* I especially like to read *novel, poetry,* and *essay.* My favorite *poet* are Longfellow and Wordsworth. I have always liked their *poem.*
13. I like to experience different *season.* I like both hot and cold *weather.*
14. Being a parent has brought me a lot of *happiness.* Parenting requires a lot of *patience,* but it provides many *reward.*
15. There are more *star* in the universe than there are *grain* of *sand* on all the beaches on earth.
16. The true sign of *intelligence* is not *knowledge* but *imagination.**

☐ Exercise 18. Game. (Chart 7-6)

Work in teams. The leader has paper and a pen. The teacher will say a noncount noun. Working together, make a list of things that belong to this category until the teacher says "Stop." The team with the most nouns in a list is the winner of that list.

Example:
TEACHER (*book open*): mail
LEADER writes (*book closed*): mail
TEAM to LEADER (*book closed*): letters, postcards, packages, etc.

1. fruit
2. jewelry
3. clothing
4. garbage
5. traffic
6. office equipment

---

*This is a quote from Albert Einstein, Nobel Prize winner in physics.

❑ Exercise 19. Looking at grammar. (Charts 7-5 and 7-6)

Complete the sentences with the given nouns. Add final *-s/-es* if necessary. Use each noun only one time. In one sentence, you will need to choose the correct word in parentheses.

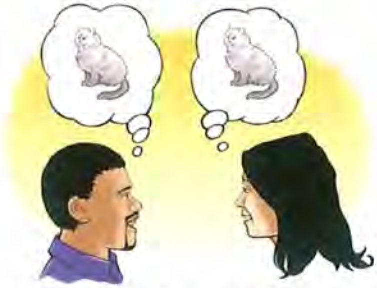
advice
✓change
✓coin
computer
definition
equipment
homework
information
music
problem
progress
river
symphony
traffic
truck
vocabulary

1. Yes, I have some money. I have a few ____coins____ in my pocket. In other words, I have some ____change____ in my pocket.
2. The Mississippi, the Amazon, and the Nile are well-known ______________.
3. I like to listen to operas, ______________, and folk songs. I enjoy ______________ and listen to it often on my iPod.
4. The street is full of cars, ______________, and buses. In other words, it is full of ______________.
5. There are ______________ , copiers, telephones, and staplers in a typical business office. A business office needs a lot of ______________.
6. Tonight I have to read 20 pages in my history book, do 30 algebra ______________, and write a composition. In other words, I have a lot of ______________ to do tonight.
7. Antonio is studying the meaning of English words. He learned some new ______________ today. For example, he learned that the word *fly* has at least two ______________.
8. Toronto is 365 feet/109 meters above sea level. The average annual precipitation in Toronto is 32 inches/81 centimeters. The population of the metropolitan area is over 3,000,000. I found (*this* / *these*) ______________ on the internet.
9. I didn't feel good. Ann said, "You should see a doctor." Nick said, "You should go home and go to bed." Martha said, "You should drink fruit juice and rest." I got ______________ from three people.
10. My English is slowly getting better. My vocabulary is increasing. It's getting easier for me to write, and I make fewer mistakes. I can often understand people even when they talk fast. I'm satisfied with the ______________ I've made in learning English.

☐ Exercise 20. Warm-up. (Chart 7-7)

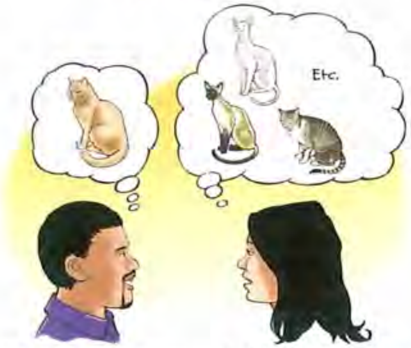
Read the dialogues. Notice the words in blue, and notice whether or not the speaker and the listener are thinking of the same specific cats. Then answer the questions.

Dialogue 1



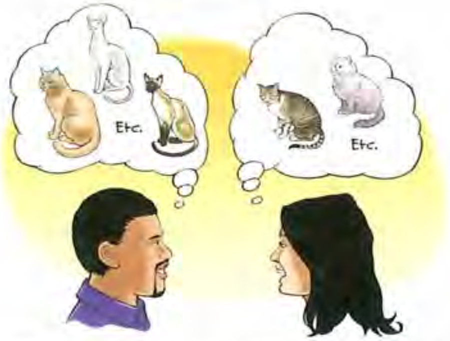
Tom: Sally will take care of
the cat while we're away.
Anna: Good.

Dialogue 2



Tom: Our new neighbor has a cat.
It's very friendly.
Anna: Oh? What does it look like?

Dialogue 3



Tom: A cat has an independent nature.
Anna: That's true. But cats can also
express a lot of affection when
they want to.

Questions:

1. In dialogue 1, why do you think Tom uses ***the***?
2. In dialogue 2, Tom is thinking of a particular cat, but he uses ***a*** (not ***the***) when he is talking to Anna. Why?
3. In dialogue 3, Tom and Anna do not use ***the***. Are they talking about specific cats, or are they talking about any and all cats in general?

7-7 Basic Article Usage

I. Using *A* or Ø: Generic Nouns

Singular Count Noun	(a) *A banana* is yellow.*	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real, concrete thing, but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any banana, all bananas, bananas in general. In (c): The speaker is talking about any and all fruit, fruit in general. Notice that no article (Ø) is used to make generalizations with plural count nouns, as in (b), and with noncount nouns, as in (c).
Plural Count Noun	(b) *Ø Bananas* are yellow.	
Noncount Noun	(c) *Ø Fruit* is good for you.	

II. Using *A* or *Some:* Indefinite Nouns

Singular Count Noun	(d) I ate *a banana.*	Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): The speaker is not referring to "this banana" or "that banana" or "the banana you gave me." The speaker is simply saying that she/he ate one banana. The listener does not know or need to know which specific banana was eaten; it was simply one banana out of all bananas. In (e) and (f): ***Some*** is often used with indefinite plural count nouns and indefinite noncount nouns. In addition to ***some***, a speaker might use *two, a few, several, a lot of, etc.,* with plural count nouns, or *a little, a lot of, etc.,* with noncount nouns. (See Chart 7-4.)
Plural Count Noun	(e) I ate ***some*** *bananas.*	
Noncount Noun	(f) I ate ***some*** *fruit.*	

III. Using *The:* Definite Nouns

Singular Count Noun	(g) Thank you for ***the*** *banana.*	A noun is definite when both the speaker and the listener are thinking about the same specific thing. In (g): The speaker uses ***the*** because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker. Notice that ***the*** is used with both singular and plural count nouns and with noncount nouns.
Plural Count Noun	(h) Thank you for ***the*** *bananas.*	
Noncount Noun	(i) Thank you for ***the*** *fruit.*	

---

*Usually ***a***/***an*** is used with a singular generic count noun. Examples: ***A*** *window is made of glass.* ***A*** *doctor heals sick people. Parents must give* ***a*** *child love.* ***A*** *box has six sides.* ***An*** *apple can be red, green, or yellow.*

However, ***the*** is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic noncount noun). "Generic ***the***" is commonly used with, in particular:

(1) species of animals: ***The blue whale*** *is the largest mammal on earth.* ***The elephant*** *is the largest land mammal.*
(2) inventions: *Who invented* ***the telephone? the wheel? the refrigerator? the airplane? The computer*** *will play an increasingly large role in all of our lives.*
(3) instruments: *I'd like to learn to play* ***the piano.*** *Do you play* ***the guitar?***

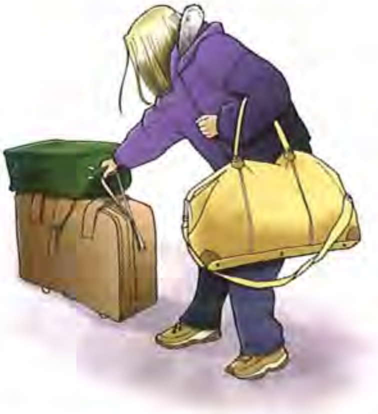
☐ Exercise 21. Looking at grammar. (Chart 7-7)

Add ***a/an*** if necessary. Write Ø if the noun is noncount. Capitalize as necessary.

1. A bird has wings.
2. An animal needs a regular supply of food.
    F
3. Ø food is a necessity of life.
4. ____ tennis is a sport.
5. ____ tennis player has to practice long hours.
6. ____ island is a piece of land surrounded by water.
7. ____ gold is a metal.
8. ____ bridge is a structure that spans a river.
9. ____ health is one of the most important things in life.
10. ____ adjective is a word that modifies a noun.
11. ____ tree needs water to survive.
12. ____ water is composed of oxygen and hydrogen.
13. ____ knowledge is a source of power.
14. ____ homework is a necessary part of a course of study.
15. ____ grammar is interesting and fun.
16. ____ sentence usually contains a subject and a verb.
17. ____ English is used in airports throughout much of the world.
18. ____ air is free.
19. ____ fruit is good for you.
20. ____ orange is green until it ripens.
21. ____ iron is a metal.
22. ____ iron is an appliance used to take wrinkles out of cloth.
23. ____ basketball is round.
24. ____ basketball is a sport.

☐ **Exercise 22. Looking at grammar.** (Chart 7-7)
Complete the sentences with ***a, an,*** or ***some***.

1. The teacher made ___an___ announcement.
2. I saw ___a___ bird.
3. I saw ___some___ birds.
4. Rosa borrowed ___some___ money from her uncle.
5. I had __________ accident.
6. I have __________ homework to do tonight.
7. There is __________ table in the room.
8. There is __________ furniture in the room.
9. There are __________ chairs in the room.
10. My father gave me __________ advice.
11. Sonya is carrying __________ bag.
12. Sonya is pulling __________ luggage.
13. There was __________ earthquake in California.
14. I got __________ letters in the mail.
15. Helen got __________ letter from her mother.
16. Mr. Alvarez got __________ mail yesterday.
17. A computer is __________ machine that can solve problems.
18. The factory bought __________ new machinery.
19. __________ machines are powered by electricity. Some use other sources of energy.
20. I threw away __________ junk.
21. I threw away __________ old basket that was falling apart.
22. I threw away __________ old boots that had holes in them.



☐ Exercise 23. Listening. (Chart 7-7)

CD 1
Track 38

A and ***an*** can be hard to hear. Listen to each sentence and choose the word you hear. If you do not hear ***a*** or ***an***, circle **Ø**.

Example: You will hear: That's an excellent idea.
You will choose: a [✓ an] Ø

1. a an Ø
2. a an Ø
3. a an Ø
4. a an Ø
5. a an Ø
6. a an Ø
7. a an Ø
8. a an Ø

☐ Exercise 24. Game. (Charts 7-4 → 7-7)

A favorite game played with a group of people is called "My Grandfather's Store." Each person begins his/her turn by saying "I went to my grandfather's store and bought . . . ." The first person names something that begins with the letter "A." The second person repeats what the first person said, and then names something that begins with the letter "B." The game continues to the letter "Z," the end of the alphabet. The people in the group have to listen carefully and remember all the items previously named.

Assume that "grandfather's store" sells just about anything anyone would ever think of. Pay special attention to the use of ***a*/*an*** and ***some***.

Example:
SPEAKER A: I went to my grandfather's store and bought **an apple**.
SPEAKER B: I went to my grandfather's store and bought **an apple** and **some bread**.
SPEAKER C: I went to my grandfather's store and bought **an apple**, **some bread**, and **a camel**.
SPEAKER D: I went to my grandfather's store and bought **an apple**, **some bread**, **a camel**, and **some dark socks**.
Etc.

Alternative beginnings:
Tomorrow I'm going to (*name of a place*). In my suitcase, I will pack . . . .
My friends are having a party. I'm going to bring . . . .

☐ Exercise 25. Warm-up. (Chart 7-8)

Correct the errors.

1. Oh, look at moon! It's beautiful tonight.
2. I saw a cat and a bird outside my window. Cat was trying to catch a bird, but it didn't succeed. Bird flew away.
3. The birds have the wings. Many insects have wings too.
4. We all look for the happiness.
5. I have book.

7-8 General Guidelines for Article Usage

(a) *The sun* is bright today. Please hand this book to *the teacher*. Please open *the door*. Omar is in *the kitchen*.	GUIDELINE: Use ***the*** when you know or assume that your listener is familiar with and thinking about the same specific thing or person you are talking about.
(b) Yesterday I saw *some dogs*. *The dogs* were chasing *a cat*. *The cat* was chasing *a mouse*. *The mouse* ran into *a hole*. *The hole* was very small.	GUIDELINE: Use ***the*** for the second mention of an indefinite noun.* In (b): first mention = *some dogs, a cat, a mouse, a hole;* second mention = *the dogs, the cat, the mouse, the hole*
(c) *CORRECT:* *Apples* are my favorite fruit. *INCORRECT:* ~~The~~ apples are my favorite fruit. (d) *CORRECT:* *Gold* is a metal. *INCORRECT:* ~~The~~ gold is a metal.	GUIDELINE: Do NOT use ***the*** with a plural count noun (e.g., *apples*) or a noncount noun (e.g., *gold*) when you are making a generalization.
(e) *CORRECT:* (1) I drove *a car*. / I drove *the car*. (2) I drove *that car*. (3) I drove *his car*. *INCORRECT:* I drove car.	GUIDELINE: A singular count noun (e.g., *car*) is always preceded by: (1) an article (***a*****/*****an*** or ***the***); OR (2) ***this*****/*****that***; OR (3) a possessive pronoun.

****The*** is NOT used for the second mention of a generic noun. COMPARE:

(1) *What color is* ***a banana*** (generic noun)*?* ***A banana*** (generic noun) *is yellow.*

(2) *Joe offered me* ***a banana*** (indefinite noun) *or* ***an apple***. I chose ***the banana*** (definite noun).

☐ **Exercise 26. Looking at grammar.** (Charts 7-7 and 7-8)

Complete the dialogues with ***a***, ***an***, or ***the***. Capitalize as necessary.

1. A: I have __an__ idea. Let's go on __a__ picnic Saturday.
   B: Okay.
2. A: Did you have fun at __the__ picnic yesterday?
   B: Sure did. And you?
3. A: You'd better have ______ good reason for being late!
   B: I do.
4. A: Did you think ______ reason Mike gave for being late was believable?
   B: Not really.
5. A: Where's my blue shirt?
   B: It's in ______ washing machine.
   A: That's okay. I can wear ______ different shirt.
6. A: I wish we had ______ washing machine.
   B: So do I. It would make it a lot easier to do our laundry.
7. A: Have you seen my boots?
   B: They're in ______ closet in ______ front hallway.

8. A: Can you repair my car for me?
   B: What's wrong with it?
   A: ______ radiator has ______ leak, and one of ______ windshield wipers doesn't work.
   B: Can you show me where ______ leak is?

9. A: What happened to your bicycle? ______ front wheel is bent.
   B: I ran into ______ parked car when I swerved to avoid ______ big pothole.
   A: Did you damage ______ car?
   B: A little.
   A: What did you do?
   B: I left ______ note for ______ owner of ______ car.
   A: What did you write on ______ note?
   B: My name and address. I also wrote ______ apology.

❑ **Exercise 27. Looking at grammar.** (Charts 7-7 and 7-8)
Complete the sentences with ***a, an, the,*** or **Ø**. Capitalize as necessary.

B
1. ___Ø___ beef is a kind of ___Ø___ meat.
2. ___The___ beef we had for dinner last night was excellent.
3. Lucy is wearing ___a___ straw hat today.
4. Lucy likes to wear ________ hats.
5. ________ hat is ________ article of clothing.
6. ________ hats are ________ articles of clothing.
7. ________ brown hat on that hook over there belongs to Mark.
8. Everyone has ________ problems in ________ life.
9. That book is about ________ life of Helen Keller.*
10. The Brooklyn Bridge was designed by ________ engineer.
11. John Roebling is ________ name of ________ engineer who designed the Brooklyn Bridge. He died in 1869 from ________ infection before ________ bridge was completed.

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*The first blind and deaf person to graduate from college, Helen Keller (1880–1968) overcame her double handicap to become a noted American author, activist, and lecturer.

☐ Exercise 28. Grammar and speaking. (Charts 7-7 and 7-8)

Complete the sentences with ***a, an, the,*** or **Ø**. Do you agree or disagree with the statements? Circle *yes* or *no*. Share some of your answers with the class. Capitalize as necessary.

1. Everyone needs to have ______ cell phone. yes no
2. If you have a cell phone, you don't need to wear ______ watch. yes no
3. ______ cell phones are replacing ______ watches. yes no
4. One key to ______ healthy life is daily physical exercise. yes no
5. You'd like to read a book about ______ life and art of Pablo Picasso. yes no
6. ______ jewelry looks good on both ______ men and ______ women. yes no
7. English is ______ easy language to learn. yes no
8. ______ beings similar to human beings exist somewhere in ______ universe. yes no
9. Listening to ______ loud rock music is fun. yes no
10. ______ music you like best is rock 'n roll. yes no
11. ______ vocabulary in this exercise is easy. yes no

☐ Exercise 29. Looking at grammar. (Charts 7-7 and 7-8)

Complete the sentences with ***a, an, the,*** or **Ø**. Capitalize as necessary.

1. We need to get ________ new phone.
2. Alex, would you please answer ______ phone?
3. ______ people use ______ plants in ______ many different ways. Plants supply us with oxygen. They are a source of ______ lifesaving medicines. We use plant products to build ______ houses and to make ______ paper and ______ textiles.
4. The biggest bird in the world is the ostrich. It eats just about anything it can reach, including ______ stones, ______ glass, and ______ keys. It can kill ______ person with one kick.
5. In ______ recent newspaper article, I read about ______ Australian swimmer who was saved from ______ shark by ______ group of dolphins. When ______ shark attacked ______ swimmer, ______ dolphins chased it away. They saved ______ swimmer's life.

6. I heard on the radio that there is ______ evidence that ______ dolphins suffer in captivity. Dolphins that are free in ______ nature live around 40 years. Captive dolphins live ______ average of 12 years. It is believed that some captive dolphins commit ______ suicide.

7. Look. There's ______ fly walking on ______ ceiling. It's upside down. Do you suppose ______ fly was flying rightside up and flipped over at the last second, or was it flying upside down when it landed on ______ ceiling?

☐ Exercise 30. Listening. (Charts 7-7 and 7-8)

CD 1
Track 39

Listen to this informal talk with your book closed. Then open your book and listen again. Complete the sentences with ***a, an,*** or ***the.***

Error Message

Computer Bugs

When there is ______1 problem with ______2 computer, we often say we have ______3 "computer bug." Of course, it's not ______4 real insect. It refers to ______5 technical difficulty we are having. ______6 expression actually goes back to Thomas Edison, who was ______7 famous inventor. When he was working on his first phonograph, he had a lot of problems. He attributed ______8 problems to ______9 imaginary insect that had hidden inside ______10 machine. He is quoted in ______11 newspaper as saying there was "______12 bug" in his phonograph. This was in 1889, and it is ______13 first recorded use of ______14 word *bug* in such ______15 context.

☐ Exercise 31. Warm-up. (Chart 7-9)

Before you look at the next chart, try this exercise. Draw a line through the words/expressions that cannot be used to complete the sentences.

Example: I bought ____ furniture.

1. some
2. ~~a couple of~~
3. ~~several~~
4. too much
5. ~~too many~~

I received ____ letters.

1. two
2. a couple of
3. both
4. several
5. some
6. a lot of
7. plenty of
8. too many
9. too much
10. a few
11. a little
12. a number of
13. a great deal of
14. hardly any
15. no

I received ____ mail.

16. two
17. a couple of
18. both
19. several
20. some
21. a lot of
22. plenty of
23. too many
24. too much
25. a few
26. a little
27. a number of
28. a great deal of
29. hardly any
30. no

7-9 Expressions of Quantity Used with Count and Noncount Nouns

Expressions of Quantity	Used with Count Nouns	Used with Noncount Nouns	
(a) one each every	***one*** *apple* ***each*** *apple* ***every*** *apple*	Ø* Ø Ø	An expression of quantity may precede a noun. Some expressions of quantity are used only with count nouns, as in (a) and (b).
(b) two, etc. both a couple of a few several many a number of	***two*** *apples* ***both*** *apples* ***a couple of*** *apples* ***a few*** *apples* ***several*** *apples* ***many*** *apples* ***a number of*** *apples*	Ø Ø Ø Ø Ø Ø	
(c) a little much a great deal of	Ø Ø Ø	***a little*** *rice* ***much*** *rice* ***a great deal of*** *rice*	Some are used only with noncount nouns, as in (c).
(d) no hardly any some/any a lot of/lots of plenty of most all	***no*** *apples* ***hardly any*** *apples* ***some/any*** *apples* ***a lot of/lots of*** *apples* ***plenty of*** *apples* ***most*** *apples* ***all*** *apples*	***no*** *rice* ***hardly any*** *rice* ***some/any*** *rice* ***a lot of/lots of*** *rice* ***plenty of*** *rice* ***most*** *rice* ***all*** *rice*	Some are used with both count and noncount nouns, as in (d).

*Ø = not used. For example, ***one*** is not used with noncount nouns. You can say "I ate one apple" but NOT "I ate one rice."

☐ Exercise 32. Looking at grammar. (Chart 7-9)

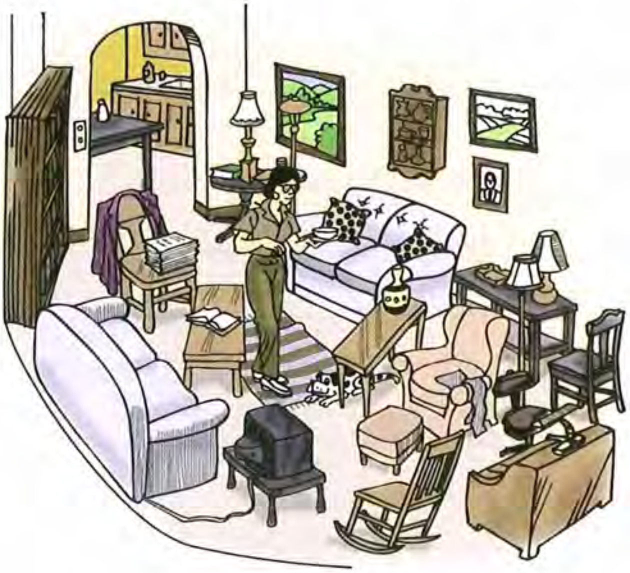
Draw a line through the expressions that cannot be used to complete the sentences. The first column has been started for you.

Jake has ____ homework.	*Isabel has ____ assignments.*
1. ~~three~~	13. three
2. ~~several~~	14. several
3. some	15. some
4. a lot of	16. a lot of
5. too much	17. too much
6. too many	18. too many
7. a few	19. a few
8. a little	20. a little
9. a number of	21. a number of
10. a great deal of	22. a great deal of
11. hardly any	23. hardly any
12. no	24. no

☐ Exercise 33. Looking at grammar. (Chart 7-9)

Complete the sentences with ***much*** or ***many***. Also write the plural form of the nouns as necessary. In some sentences, you will need to choose the correct verb in parentheses.

1. I haven't visited ______many______ ~~city~~ cities in the United States.
2. There ([✓ *isn't,*] *aren't*) ______much______ money in my bank account.
3. I haven't gotten ______________ mail lately.
4. I don't get ______________ letter.
5. There (*is, are*) too ______________ furniture in Anna's living room.



6. I can't go with you because I have too __________ work to do.

7. A: How __________ side does a pentagon have?

B: Five.

8. I couldn't find __________ information in that book.

9. I haven't met __________ people since I came here.

10. How __________ postage does this letter need?

11. I think there (*is, are*) too __________ violence on television.

12. I don't have __________ patience with incompetence.

13. The doctor has so __________ patient that she has to work at least twelve hours a day.

14. A: How __________ tooth does the average person have?

B: Thirty-two.

15. There (*isn't, aren't*) __________ international news in the local paper.

☐ Exercise 34. Looking at grammar. (Chart 7-9)

If the given noun can be used to complete the sentence, write it in its correct form (singular or plural). If the given noun cannot be used to complete the sentence, write **Ø**.

1. *Helen bought several* ____.

lamp ____*lamps*____

furniture ____*Ø*____

jewelry ____*Ø*____

necklace ____*necklaces*____

2. *Sam bought a lot of* ____.

stamp __________

rice __________

stuff __________

thing __________

3. *Jack bought too much* ____.

shoe __________

salt __________

equipment __________

tool __________

4. *Alice bought a couple of* ____.

bread __________

loaf of bread __________

honey __________

jar of honey __________

5. *I read a few* ____.

novel ____________

literature ____________

poem ____________

poetry ____________

6. *I bought some* ____.

orange juice ____________

light bulb ____________

hardware ____________

computer software ____________

7. *We need plenty of* ____.

sleep ____________

information ____________

fact ____________

help ____________

8. *I saw both* ____.

woman ____________

movie ____________

scene ____________

scenery ____________

9. *Nick has a number of* ____.

shirt ____________

homework ____________

pen ____________

chalk ____________

10. *I don't have a great deal of* ____.

patience ____________

wealth ____________

friend ____________

pencil ____________

11. *I need a little* ____.

money ____________

advice ____________

time ____________

minute ____________

12. *The author has many* ____.

idea ____________

theory ____________

hypothesis ____________

knowledge ____________

☐ Exercise 35. Let's talk: interview. (Chart 7-9)

Interview two other students. Ask them to complete the given sentences. Share some of their answers with the class.

1. I have a number of . . . .
2. I need to have a lot of . . . .
3. Teachers need to have a great deal of . . . .
4. People in (*name of a country*) have too much / too many . . . .

☐ Exercise 36. Warm-up. (Chart 7-10)

Choose the correct answers.

1. Which sentence gives a negative meaning of "not many people"?
   a. Deserts are largely uninhabited. *Very few people* live in the middle of a desert.
   b. We had a good time. We met *a few people* and had some nice conversations.

2. Which sentence gives a negative meaning of "not much water"?
   a. It's hot today. You should drink *a little water.*
   b. A desert is a dry place. There is *little water* in a desert.

7-10 Using *A Few* and *Few*; *A Little* and *Little*

COUNT: (a) We sang *a few songs.* NONCOUNT: (b) We listened to *a little music.*	***A few*** and ***few*** are used with plural count nouns, as in (a). ***A little*** and ***little*** are used with noncount nouns, as in (b).
(c) She has been here only two weeks, but she has already made *a few friends.* *(Positive idea: She has made some friends.)* (d) I'm very pleased. I've been able to save *a little money* this month. *(Positive idea: I have saved some money instead of spending all of it.)*	***A few*** and ***a little*** give a positive idea; they indicate that something exists, is present, as in (c) and (d).
(e) I feel sorry for her. She has *(very) few friends.* *(Negative idea: She does not have many friends; she has almost no friends.)* (f) I have *(very) little money.* I don't even have enough money to buy food for dinner. *(Negative idea: I do not have much money; I have almost no money.)*	***Few*** and ***little*** (without ***a***) give a negative idea; they indicate that something is largely absent, as in (e). ***Very*** (+ ***few/little***) makes the negative stronger, the number/amount smaller, as in (f).

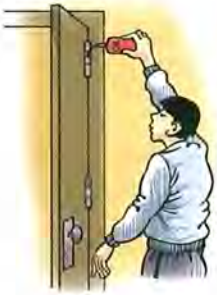
☐ Exercise 37. Looking at grammar. (Chart 7-10)

Without changing the meaning of the sentence, replace the *italicized* words with ***a few***, (***very***) ***few***, ***a little***, or (***very***) ***little***.

1. I think that ~~some~~ a little lemon juice on fish makes it taste better.
2. Many people are multilingual, but ~~*not many*~~ (very) few people speak more than ten languages.
3. *Some* sunshine is better than none.
4. January is a cold and dreary month in the northern states. There is *not much* sunshine during that month.
5. My parents like to watch TV. Every evening they watch *two or three* programs on TV before they go to bed.

6. I don't watch TV very much because there are *hardly any* television programs that I enjoy.

7. If a door squeaks, *several* drops of oil in the right places can prevent future trouble.



8. If your door squeaks, put *some* oil on the hinges.

9. Mr. Adams doesn't like to wear rings on his fingers. He wears *almost no* jewelry.

☐ **Exercise 38. Looking at grammar.** (Chart 7-10)

Complete the sentences with ***a few***, (***very***) ***few***, ***a little***, or (***very***) ***little***.

1. Do you have ____a few____ minutes? I'd like to ask you ____a few____ questions. I need ____a little____ more information.

2. Diana's previous employer gave her a good recommendation because she makes ____(very) few____ mistakes in her work.

3. Ben is having a lot of trouble adjusting to high school. He seems to be unpopular. Unfortunately, he has ________________ friends.

4. We're looking forward to our vacation. We're planning to spend ________________ days with my folks and then ________________ days with my husband's folks. After that, we're going to go to a fishing resort in Canada.

5. I was hungry, so I ate ________________ nuts.

6. Because the family is very poor, the children have ________________ toys. And the parents have to work two jobs, so they have ________________ time to spend with their children.

7. Into each life, ________________ rain must fall.*

8. Natasha likes sweet tea. She usually adds ________________ honey to her tea. Sometimes she adds ________________ milk too.

---

*This is a common English saying that means "no life is perfect."

☐ Exercise 39. Listening. (Chart 7-10)

Choose the sentence (a. or b.) that best describes the situation you hear.

CD 1
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Example: You will hear: Rosie was still hungry. She wanted some more rice.
You will choose: [✓ a.] Rosie wanted a little rice.
b. Rosie wanted little rice.

1. a. I add a little salt to my food.
   b. I add little salt to my food.

2. a. I packed a few sandwiches
   b. I packed few sandwiches.

3. a. Mr. Hong knows a little English.
   b. Mr. Hong knows little English.

4. a. His daughter knows a little English.
   b. His daughter knows little English.

5. a. Linda has a few problems, I'd say.
   b. Linda has few problems in her life.

6. a. Billy has a few problems, I'd say.
   b. Billy has very few problems, I'd say.

7. a. A few people like working for him.
   b. Few people like working for him.

☐ Exercise 40. Let's talk. (Charts 7-9 and 7-10)

Read the list of the food in Dan and Eva's kitchen. Do they have enough food for the next week? Give your opinion using the given expressions of quantity. Work in pairs, in small groups, or as a class.

Example: 36 eggs
→ They have too many eggs.

too much*
too many
too little
too few
(not) enough
(not) nearly enough
just the right amount of
just the right number of

The food in Dan and Eva's kitchen:

40 apples
1 banana
6 oranges
1 quart of orange juice
4 gallons of ice cream
10 bags of rice
20 cans of tomatoes
0 fresh vegetables
1 bottle of olive oil
1 cup of sugar
1 kilo of coffee
2 teabags
1 box of breakfast cereal
2 slices of bread
5 pounds of cheese

☐ Exercise 41. Warm-up. (Chart 7-11)

Notice the words in blue. Complete the sentences with ***country*** or ***countries***.

1. One ____________________ I would like to visit is Malaysia.

2. One of the ____________________ my wife would like to visit is Brazil.

3. I'd like to visit every ____________________ in the world before I die.
   Each ____________________ is special.

4. I've had wonderful experiences in each of the ____________________ I've visited during my travels.

---

*In spoken English, ***too*** is often modified by *way* or *far*: *They have **way/far** too many eggs. They have **way/far** too few teabags.*

7-11 Singular Expressions of Quantity: *One, Each, Every*

(a) *One student* was late to class. (b) *Each student* has a schedule. (c) *Every student* has a schedule.	***One***, ***each***, and ***every*** are followed immediately by singular count nouns (never plural nouns, never noncount nouns).
(d) *One of the students* was late to class. (e) *Each (one) of the students* has a schedule (f) *Every one of the students* has a schedule.	***One of***, ***each of***, and ***every one of**** are followed by specific plural count nouns (never singular nouns; never noncount nouns).

*COMPARE:

Every one (two words) is an expression of quantity (e.g., *I have read **every one** of those books*).

Everyone (one word) is an indefinite pronoun. It has the same meaning as *everybody* (e.g., ***Everyone/Everybody** has a schedule*).

NOTE: **Each** and **every** have essentially the same meaning.

Each is used when the speaker is thinking of one person/thing at a time: ***Each** student has a schedule. = Mary has a schedule. Hiroshi has a schedule. Carlos has a schedule. Sabrina has a schedule. Etc.*

Every is used when the speaker means ***all***: ***Every** student has a schedule. = **All of the** students have schedules.*

☐ Exercise 42. Looking at grammar. (Chart 7-11)

Complete the sentences. Use the singular or plural form of the nouns in parentheses.

1. There is only one (*girl*) ___girl___ on the sixth-grade soccer team.
2. Only one of the (*girl*) __________ in the sixth grade is on the soccer team.
3. Each of the (*child*) __________ got a present.
4. Mr. Hoover gave a present to each (*child*) __________.
5. We invited every (*member*) __________ of the club.
6. Every one of the (*member*) __________ came.
7. One (*student*) __________ stayed after class to ask a question.
8. One of the (*student*) __________ stayed after class.
9. All of the students enjoyed the debate. The teacher was very excited when every (*student*) __________ in the class participated in the discussion.
10. Each of the (*student*) __________ joined the conversation.

☐ Exercise 43. Check your knowledge. (Chart 7-11)

Correct the errors. Some of the sentences do not contain any errors.

1. It's important for every ~~students~~ student to have a book.
2. Each of the students in my class has a book. (*no change*)
3. The teacher gave each of students a test paper.
4. Every student in the class did well on the test.

5. Spain is one of the country I want to visit.

6. Every furniture in that room is made of wood.

7. One of the equipment in our office is broken.

8. I gave a present to each of the woman in the room.

9. One of my favorite place in the world is an island in the Caribbean Sea.

10. Each one of your suitcases will be checked when you go through customs.

11. It's impossible for one human being to know every languages in the world.

12. I found each of the error in this exercise.

☐ Exercise 44. Warm-up. (Chart 7-11)

Complete the sentences with ***of*** or **Ø**. How do you know when to use ***of*** in expressions of quantity?

I saw ____.

1. some __*Ø*__ students.
2. some __*of*__ the students.
3. several ________ students.
4. several ________ the students.
5. several ________ your students.
6. most ________ your students.
7. most ________ them.

I know ____.

8. many ________ students.
9. many ________ those students.
10. many ________ them.
11. a lot ________ students.
12. a lot ________ those students.
13. none ________ those students.
14. none ________ them.

7-12 Using *Of* in Expressions of Quantity

(a) I bought *one book*. (b) I bought *many books*.	With some expressions of quantity, ***of*** is not used when the noun is nonspecific, as in (a) and (b).
(c) *One of **those** books* is mine. (d) *Some of **the** books* are yours. (e) *Many of **my** books* are in Spanish. (f) *Most of **them*** are paperbacks.	***Of*** is used with: • specific nouns, as in (c), (d), and (e). • pronouns, as in (f).
(g) I have *a lot of books*. (h) I've read *a lot of **those** books*.	Some expressions of quantity, like ***a lot of***, always include ***of***, whether the noun is nonspecific, as in (g), or specific, as in (h).

Expressions of quantity

- one (of)
- two (of)
- half of
- 50 percent of
- three-fourths of
- a majority of
- hundreds of
- thousands of
- millions of
- all (of)
- each (of)
- every
- almost all (of)
- most (of)
- many (of)
- much (of)
- a number of
- a great deal of
- a lot of
- some (of)
- several (of)
- (a) few (of)
- (a) little (of)
- hardly any (of)
- none of
- no

☐ **Exercise 45. Looking at grammar.** (Chart 7-12)
Complete the sentences with *of* or **Ø**.

1. I know several __*of*__ Jack's friends.
2. I've made several __*Ø*__ friends lately.
3. Some ______ students are lazy. Most ______ students are hard-working.
4. Some ______ the students in Mrs. Gray's class are a little lazy.
5. I usually get a lot ______ mail.
6. A lot ______ the mail I get is junk mail.
7. Most ______ books have an index.
8. Most ______ Ali's books are written in Arabic.
9. I bought a few ______ books yesterday.
10. I've read a few ______ those books.
11. I'm new here. I don't know many ______ people yet.
12. I've just moved into a new apartment. I don't know many ______ my neighbors yet.
13. Millions ______ people watch World Cup soccer.

mailbox

☐ Exercise 46. Let's talk. (Charts 7-11 and 7-12)

Use the expressions of quantity in the list to make sentences about the given situation. Work in pairs, in small groups, or as a class.

all of
almost all of
most of
the majority of
some of
about half of
several of
a few of
very few of
a couple of
hardly any of
one of

SITUATION: There are 15 students taking a basic Chinese language class.

Example: Three have studied Chinese before.
SPEAKER A: Several of them have studied Chinese before.
SPEAKER B: Most of them have never studied Chinese before.

1. Thirteen speak English as their native language.
2. One speaks Thai, and one speaks Arabic.
3. No one speaks Spanish.
4. Two have studied several languages already.
5. Fifteen think Chinese is very difficult.
6. Fourteen are enjoying the class.
7. Five have already bought the textbook.
8. Four are men; eleven are women.

☐ Exercise 47. Let's talk: interview. (Charts 7-9 → 7-12)

Conduct a poll among your classmates and report your findings.

Part I. Prepare five yes/no questions that ask for opinions or information about your classmates' likes, dislikes, habits, or experiences. Record their responses.

Sample questions:
Do you read an English-language newspaper every day?
Do you like living in this city?
Do you have a car?
Have you ever ridden a horse?
Are you going to be in bed before midnight tonight?

Part II. Report your findings to the class using expressions of quantity to make generalizations about what you learned.

Sample report:
Only a few of the people in this class read an English newspaper every day.
Most of them like living in this city.
Three of the people in this class have cars.
About half of them have ridden a horse at some time in their lives.
Almost all of them are going to be in bed before midnight tonight.

☐ **Exercise 48. Let's talk.** (Charts 7-9 → 7-12)

Most of the statements are overgeneralizations. Make each statement clearer or more accurate by adding an expression of quantity. Add other words to the sentences or make any other changes you wish. Work in pairs, in small groups, or as a class.

Example: My classmates are from Japan.
→ Most of my classmates are from Japan.
→ All (of) my classmates are from Japan.*
→ One of my classmates is from Japan.
→ Hardly any of my classmates are from Japan.
→ None of my classmates is from Japan.

1. My classmates speak Arabic.
2. People are friendly.
3. The pages in this book contain illustrations.
4. Babies are born bald.
5. The students in my class are from South America.
6. People like to live alone.
7. The people I know like to live alone.
8. The countries in the world are in the Northern Hemisphere.
9. The citizens of the United States speak English.
10. Children like to read scary stories.
11. The children in my country go to school.
12. Airplanes depart and arrive precisely on time.
13. The rivers in the world are polluted.
14. The pollution in the world today is caused by human beings.

☐ **Exercise 49. Let's talk.** (Charts 7-9 → 7-12)

As a class, make a list of controversial topics (i.e., topics that generate opinions not everyone agrees with) that you think are interesting. From this list, choose topics that you would like to discuss with your classmates; then, divide into groups to talk about them.

At the end of the discussion time, the leader of each group will report on the opinions of his or her group using expressions of quantity to make generalizations (e.g., *Most of us believe that* . . . OR *Only a few of us think that* . . .). The number of topics you choose to discuss depends on the time available.

Sample topics:
physician-assisted suicide for terminally ill patients
birth control education in public schools
a current war or other political crisis
the dangers posed by global warming

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*Using ***of*** after ***all*** is optional with a specific noun.
CORRECT: ***All of*** my classmates . . . .
CORRECT: ***All*** my classmates are . . . .

☐ **Exercise 50. Check your knowledge.** (Chapter 7)

Correct the errors.

1. That book contain many different kind of story and article.
2. In my country, there is alot of schools.
3. She is always willing to help her friends in every possible ways.
4. In the past, horses was the principal mean of transportation.
5. He succeeded in creating one of the best army in the world.
6. There are a lot of equipments in the research laboratory, but undergraduates are not allowed to use them.
7. I have a five years old daughter and a three years old son.
8. Most of people in my apartment's building is friendly.
9. Everyone seek the happiness in the life.
10. Writing compositions are very hard for me.
11. Almost of the student in my class are from Asia.
12. It's difficult for me to understand English when people uses a lot of slangs.

Chapter 8

Pronouns

☐ Exercise 1. What do I already know? (Chart 8-1)

Correct the errors in pronoun usage.

1. My friends and I ordered Indian food at the restaurant. I wasn't very hungry, but I ate most of them.
2. When we were in school, my sister and me used to play tennis after school every day.
3. If you want to pass you're exams, you had better study very hard for it.
4. A hippopotamus spends most of it's time in the water of rivers and lakes.

5. After work, Mr. Gray asked to speak to Mona and I about the company's new policies. He explained it to us and asked for ours opinions.
6. My friends asked to borrow my car because their's was in the garage for repairs.

☐ Exercise 2. Warm-up. (Chart 8-1)

Talk about names, paying special attention to pronouns.

Part I. Use personal pronouns to refer to people in the classroom. Begin your sentence with the given pronoun.

Examples: She → *She is Marika.*
Their → *Their names are Marika, Carlos, and Talal.*

1. He
2. They
3. I
4. We
5. Their
6. Our
7. You (singular)
8. You (plural)
9. Her
10. His
11. She
12. Your

Part II. Discuss these topics. Listen for pronouns.

1. In many cultures, first names have special meanings. For example, in Japanese, *Akira* means "intelligent." In Spanish, *Amanda* means "loveable." In Chinese, *Liang* means "kindhearted." Does your name have a special meaning?
2. What kind of names do people in your culture give pets? What are some common names?

8-1 Personal Pronouns

	Subject Pronoun	Object Pronoun	Possessive Pronoun	Possessive Adjective
Singular	*I* *you* *she, he, it*	*me* *you* *her, him, it*	*mine* *yours* *hers, his, its*	*my* (name) *your* (name) *her, his, its* (name)
Plural	*we* *you* *they*	*us* *you* *them*	*ours* *yours* *theirs*	*our* (names) *your* (names) *their* (names)

(a) I read *a book*. *It* was good. (b) I read *some books*. *They* were good.	A PRONOUN is used in place of a noun. The noun it refers to is called the "antecedent." In (a): The pronoun ***it*** refers to the antecedent noun ***book***. A singular pronoun is used to refer to a singular noun, as in (a). A plural pronoun is used to refer to a plural noun, as in (b).
(c) *I* like tea. Do *you* like tea too?	Sometimes the antecedent noun is understood, not explicitly stated. In (c): ***I*** refers to the speaker, and ***you*** refers to the person the speaker is talking to.
(d) John has a car. $\overset{\text{s}}{\textit{He}}$ *drives* to work.	SUBJECT PRONOUNS are used as subjects of sentences, as ***he*** in (d).
(e) John works in my office. I *know* $\overset{\text{o}}{\textit{him}}$ well. (f) I talk *to* $\overset{\text{o}}{\textit{him}}$ every day.	OBJECT PRONOUNS are used as the objects of verbs, as ***him*** in (e), or as the objects of prepositions, as ***him*** in (f).
(g) That book is *hers*. *Yours* is over there. (h) *INCORRECT:* That book is ~~her's~~. ~~Your's~~ is over there.	POSSESSIVE PRONOUNS are not followed immediately by a noun; they stand alone, as in (g). Possessive pronouns DO NOT take apostrophes, as in (h). (See Chart 7-2, p. 105, for the use of apostrophes with possessive nouns.)
(i) *Her book* is here. *Your book* is over there.	POSSESSIVE ADJECTIVES are followed immediately by a noun; they do not stand alone.
(j) A bird uses *its* wings to fly. (k) *INCORRECT:* A bird uses ~~it's~~ wings to fly. (l) *It's* cold today. (m) The Harbour Inn is my favorite old hotel. *It's been* in business since 1933.	COMPARE: ***Its*** has NO APOSTROPHE when it is used as a possessive, as in (j). ***It's*** has an apostrophe when it is used as a contraction of ***it is***, as in (l), or ***it has*** when ***has*** is part of the present perfect tense, as in (m). NOTE: ***It's*** vs. ***its*** is a common source of error for native speakers of English.

☐ Exercise 3. Looking at grammar. (Chart 8-1)
Identify the personal pronouns and their antecedents.

1. Jack has a part-time job. He works at a fast-food restaurant.
   → (*he* = *a pronoun*; ***Jack*** = *the antecedent*)
2. Most monkeys don't like water, but they can swim well when they have to.
3. The teacher graded the students' papers last night. She returned them during class today.
4. Nancy took an apple with her to work. She ate it at lunchtime.
5. A dog makes a good pet if it is properly trained.
6. Yuri's cat is named Maybelle Alice. She* is very independent. She never obeys Yuri. His dogs, on the other hand, obey him gladly. They like to please him.

☐ Exercise 4. Looking at grammar. (Chart 8-1)
Choose the words in *italics* that are grammatically correct. NOTE: A number of native English speakers commonly use subject pronouns after ***and***, even when the grammatically correct choice is an object pronoun.

1. My parents always read bedtime stories to my sister and *I / me*.
2. Just between you and *I / me*, I think Ms. Lucas is going to lose her job.
3. There's Kevin. Let's go talk to him. I need to tell you and *he / him* something.
4. Mrs. Minski needs to know the truth. I'm going to tell Mr. Chang and *she / her* the truth, and you can't stop me.
5. Alex introduced Sally and *I / me* to his cousin from Mexico City.

☐ Exercise 5. Looking at grammar. (Chart 8-1)
Complete the sentences in each situation with pronouns for the word in *italics*.

SITUATION 1: There's *Sarah*.

1. I need to go talk to ___her___.
2. ________ and I have been friends since high school.
3. I went to elementary school with ________ brother and ________.
4. ________ parents are best friends with my parents.
5. ________ is getting married next month. Another friend and I are taking ________ on a short trip before ________ marriage.
6. Being with ________ is a lot of fun. We laugh a lot.
7. _______ always has a good time with _______ friends.

---

*If the sex of a particular animal is known, usually ***she*** or ***he*** is used instead of ***it***.

SITUATION 2: *I*'m not feeling well. I think I'd better stay home today.

8. My friends and ________ were planning to volunteer at our local food bank* today.

9. The food bank often asks my friends and ________ to help them with various projects.

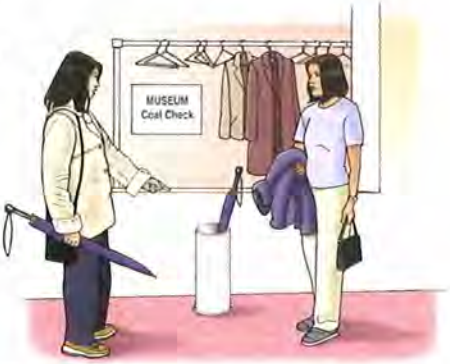
10. But my friends will have to go without ________.

11. I'd better call ________ friend Sami to tell him I can't come today.

12. Could I use your cell phone? I don't have ________ with ________.

☐ Exercise 6. Looking at grammar. (Chart 8-1)

Choose the correct words in *italics.*



1. This is [✓ *my*] / *mine* umbrella. [✓ *Your*] / *Yours* umbrella is over there.

2. This umbrella is *my* / *mine*. The other one is *your* / *yours.*

3. Mary and Bob have *their* / *theirs* books. In other words, Mary has *her* / *hers,* and Bob has *his* / *him.*

4. *Our* / *Ours* house is almost the same as *our* / *ours* neighbors' house. The only difference in appearance is that *our* / *ours* is gray and *their* / *theirs* is white.

☐ Exercise 7. Let's talk. (Chart 8-1)

Place a pen or pencil on your desk. Your teacher will say a sentence. One student will repeat the sentence, indicating the person(s) the sentence refers to. Close your book for this activity.

Example:
TEACHER: This one is mine, and that one is hers. Ahmed?
AHMED: (*Ahmed points to his pen and gestures toward himself*): This one is mine. (*Ahmed points to another pen and gestures toward Anita*): And that one is hers.

1. This pen is mine, and that pen is yours.
2. This pen is hers, and that pen is his.
3. These are ours, and those are theirs.
4. This one is yours, and that one is his.
5. Their pens are there, and her pen is here.
6. This isn't hers. It's his.

☐ Exercise 8. Looking at grammar. (Chart 8-1)

Complete the sentences with ***its*** or ***it's***.

1. Are you looking for the olive oil? ____It's____ on the top shelf.

2. A honeybee has two wings on each side of ________ body.

**food bank* = a place that receives donations of food and gives them away to needy people.

3. Tom has a pet. ________ name is Squeak. ________ a turtle. ________ been his pet for several years.

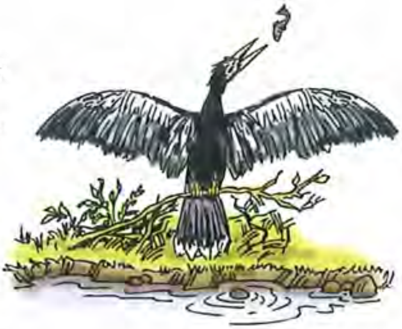
4. A nation that does not educate ________ children has no future.

5. All of us can help create peace in the world. Indeed, ________ our responsibility to do so.

☐ Exercise 9. Looking at grammar. (Chart 8-1)

Choose the correct words in *italics*.

When I was in Florida, I observed an interesting bird called an anhinga. [✓ *It's*] / *Its* a fish eater. *It* / *They* *dives* / *dive* into the water and *spears/spear* *its* / *it's* prey on *its* / *it's* long, pointed bill. After emerging from the water, *it* / *they* *tosses* / *toss* the fish into the air and *catches* / *catch* *it* / *them* in mid-air, and then *swallows* / *swallow* *it* / *them* headfirst. *Its* / *It's* interesting to watch anhingas in action. I enjoy watching *it* / *them* a lot.



☐ Exercise 10. Listening. (Chart 8-1)

CD 1
Track 41

Pronouns can be hard to hear in spoken English because they are usually unstressed. Additionally, if the pronoun begins with "h," the /h/ sound is often dropped in rapid, relaxed speech. Complete each conversation with the words you hear.

1. Where's Kim?

A: I don't know. I haven't seen ____________ this morning.

B: I think ____________ in the restroom.

C: I'm looking for ____________ too.

D: Ask ____________ assistant. He'll know.

E: Have you tried looking in ____________ office? I know ____________ not there much, but maybe ____________ surprise you.

2. The Nelsons are giving their daughter a motorcycle for graduation.

A: Hmmm. __________________ like motorcycles that much?

B: Really? __________________ a motorcycle rider?

C: That's an odd gift. I wonder what ____________ were thinking.

D: That's what the Smiths gave ____________ son. I think ____________ already had an accident.

E: I'm not a fan of motorcycles. Cars just don't see ____________ in traffic.

F: I think ____________ a wonderful gift! I've had ____________ for years, and ____________ been great.

☐ **Exercise 11. Warm-up.** (Chart 8-2)
Pretend you are writing an article about seat belts. Which sentence would you choose to include? Why? NOTE: All the sentences are correct.

1. A driver should put on his seat belt as soon as he gets in his car.
2. A driver should put on her seat belt as soon as she gets in her car.
3. A driver should put on his or her seat belt as soon as he or she gets in his or her car.
4. Drivers should put on their seat belts as soon as they get in their cars.

8-2 Personal Pronouns: Agreement with Generic Nouns and Indefinite Pronouns

(a) *A student* walked into the room. *She* was looking for the teacher. (b) *A student* walked into the room. *He* was looking for the teacher.	In (a) and (b): The pronouns refer to particular individuals whose gender is known. The nouns are not generic.
(c) *A student* should always do *his* assignments. (d) *A student* should always do *his or her* assignments.	A GENERIC NOUN* does not refer to any person or thing in particular; rather, it represents a whole group. In (c): ***A student*** is a generic noun; it refers to *anyone who is a student*. With a generic noun, a singular masculine pronoun has been used traditionally, but many English speakers now use both masculine and feminine pronouns to refer to a singular generic noun, as in (d).
(e) *Students* should always do *their* assignments.	Problems with choosing masculine and/or feminine pronouns can often be avoided by using a plural rather than a singular generic noun, as in (e).

Indefinite pronouns

everyone	someone	anyone	no one**
everybody	somebody	anybody	nobody
everything	something	anything	nothing

(f) *Somebody* left *his* book on the desk. (g) *Everyone* has *his or her* own ideas.	In formal English, the use of a singular pronoun to refer to an INDEFINITE PRONOUN is generally considered to be grammatically correct, as in (f) and (g).
(h) *INFORMAL:* *Somebody* left *their* book on the desk. *Everyone* has *their* own ideas.	In everyday, informal English (and sometimes even in more formal English), a plural personal pronoun is usually used to refer to an indefinite pronoun, as in (h).

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*See Chart 7-7, p. 114, for basic article usage.

***No one* can also be written with a hyphen in British English: ***No-one** heard me.*

☐ **Exercise 12. Looking at grammar.** (Chart 8-2)
Change the sentences by using plural instead of singular generic nouns where possible. Change pronouns and verbs as necessary. Discuss the advantages of using plural rather than singular generic nouns.

1. When a student wants to study, he or she should find a quiet place.
   → *When students want to study, they should find a quiet place.*

2. I talked to a student in my chemistry class. I asked to borrow her notes from the class I missed. She gave them to me gladly. (*no change*)

3. Each student in Biology 101 has to spend three hours per week in the laboratory where he or she does various experiments by following the directions in his or her lab manual.

4. A citizen has two primary responsibilities. He should vote in every election, and he should serve willingly on a jury.

5. We listened to a really interesting lecturer last night. She discussed her experiences as an archeologist in Argentina.

☐ Exercise 13. Looking at grammar. (Chart 8-2)

Complete each sentence with the pronoun(s) that seems appropriate to the given situation. Choose the correct verbs in parentheses as necessary. Discuss formal vs. informal pronoun usage.

1. *One classmate to another:* Look. Somebody left ___their*___ book on my desk. Is it yours?

2. *One friend to another:* Of course you can learn to dance! Anyone can learn how to dance if __________ (*wants, want*) to.

3. *Business textbook:* An effective corporate manager must be able to motivate __________ employees.

4. *One roommate to another:* If anyone asks where I am, tell __________ you don't know. I want to keep my meeting with Jim a secret.

5. *Son to his mother:* Gosh, Mom, everyone who came to the class picnic was supposed to bring __________ own food. I didn't know that, so I didn't have anything to eat. I'm really hungry!

6. *A university lecture:* I will end my lecture today by saying that I believe a teacher needs to work in partnership with __________ students.

7. *A magazine article:* People do not always see things the same way. Each person has __________ own way of understanding a situation.

☐ Exercise 14. Warm-up. (Chart 8-3)

All the pronouns in blue refer to the noun ***team***. Discuss how the pronouns in the two sentences are different. NOTE: Both sentences are correct.

1. When the soccer **team** won in the closing moments of the game, they ran to the player who had scored the winning goal and lifted him on their shoulders.

2. A basketball **team** is relatively small. It doesn't have as many members as a baseball team.

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*also possible: *his; his or her; her or his.*

8-3 Personal Pronouns: Agreement with Collective Nouns

(a) My *family* is large. *It* is composed of nine members.	When a collective noun refers to a single impersonal unit, a singular gender-neutral pronoun (*it, its*) is used, as in (a).
(b) My *family* is loving and supportive. *They* are always ready to help me.	When a collective noun refers to a collection of various individuals, a plural pronoun (*they, them, their*) is used, as in (b).*

Examples of collective nouns

audience
class
committee
couple
crowd
faculty
family
government
group
public
staff
team

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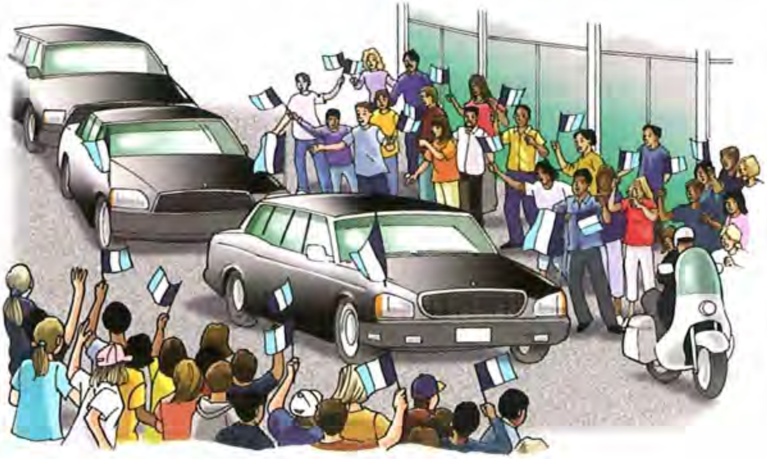
*NOTE: When the collective noun refers to a collection of individuals, the verb may be either singular or plural: *My family **is*** OR ***are** loving and supportive.* A singular verb is generally preferred in American English. A plural verb is used more frequently in British English, especially with the words *government* or *public*. (American: ***The government is** planning many changes.* British: ***The government are** planning many changes.*)

☐ **Exercise 15. Looking at grammar.** (Chart 8-3)
Complete the sentences with pronouns. In some of the sentences, there is more than one possibility. Choose the correct singular or plural verb in parentheses as necessary.

1. I have a wonderful family. I love ____them____ very much, and ____they____ (*loves, love*) me.
2. I looked up some information about the average American family. I found out that ____________ (*consists, consist*) of 2.3 children.
3. The audience clapped enthusiastically. Obviously ____________ had enjoyed the concert.
4. The crowd at the soccer game was huge. ____________ exceeded 100,000 people.
5. The crowd became more and more excited as the premier's motorcade approached. ____________ began to shout and wave flags in the air.



6. The audience filled the room to overflowing. ____________ (*was, were*) larger than I had expected.

7. The class is planning a party for the last day of school. ____________ (*is, are*) going to bring many different kinds of food and invite some of ____________ friends to celebrate with ____________.

8. The class is too small. ____________ (*is, are*) going to be canceled.

☐ Exercise 16. Warm-up. (Chart 8-4)

Draw a picture of yourself. Show it to the rest of the class. Answer the questions in complete sentences. Your teacher will supply student names in items 1 and 5.

SELF-PORTRAIT

1. (____), what did you draw?
2. Who drew a picture of herself? Name someone.
3. Who drew a picture of himself? Name someone.
4. Who drew pictures of themselves? Name them.
5. (____), did you and (____) draw pictures of yourselves?

8-4 Reflexive Pronouns

Singular	**Plural**
myself	*ourselves*
yourself	*yourselves*
herself, himself, itself, oneself	*themselves*

(a) Larry was in the theater. *I saw him.* I talked *to him.* (b) *I saw myself* in the mirror. *I* looked *at myself* for a long time. (c) *INCORRECT:* I saw ~~me~~ in the mirror.	Compare (a) and (b): Usually an object pronoun is used as the object of a verb or preposition, as ***him*** in (a). (See Chart 8-1.) A reflexive pronoun is used as the object of a verb or preposition when the subject of the sentence and the object are the same person, as in (b).* ***I*** and ***myself*** are the same person.
— Did someone email the report to Mr. Lee? — Yes. — Are you sure? (d) — Yes. *I myself* emailed the report to him. (e) — *I* emailed the report to him *myself.*	Reflexive pronouns are also used for emphasis. In (d): The speaker would say "I myself" strongly, with emphasis. The emphatic reflexive pronoun can immediately follow a noun or pronoun, as in (d), or come at the end of the clause, as in (e).
(f) Anna lives *by herself.*	The expression ***by*** + *a reflexive pronoun* means "alone."

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*Sometimes an object pronoun is used as the object of a preposition even when the subject and object pronoun are the same person. Examples: ***I*** *took my books with* ***me.*** ***Bob*** *brought his books with* ***him.*** ***I*** *looked around* ***me.*** ***She*** *kept her son close to* ***her.***

☐ Exercise 17. Looking at grammar. (Chart 8-4)

Complete the sentences with appropriate reflexive pronouns.

1. Everyone drew self-portraits. I drew a picture of ___myself___.
2. Rosa drew a picture of ______________.
3. Yusef drew a picture of ______________.
4. The children drew pictures of ______________.
5. We drew pictures of ______________.
6. Olga, you drew a picture of ______________, didn't you?
7. All of you drew pictures of ______________, didn't you?
8. When one draws a picture of ______________, it is called a self-portrait.

☐ Exercise 18. Looking at grammar. (Chart 8-4)

Complete the sentences with appropriate reflexive pronouns.

1. Tommy told a lie. He was ashamed of ___himself___.
2. Masako cut ______________ while she was chopping vegetables.
3. People surround ______________ with friends and family during holidays.
4. Omar thinks Oscar is telling the truth. So does Ricardo. I ______________ don't believe Oscar's story for a minute!
5. Now that their children are grown, Mr. and Mrs. Grayson live by ______________.
6. A: Should I marry Steve?

   B: No one can make that decision for you, Ann. Only you ______________ can make such an important decision about your own life.
7. Emily and Ryan, be careful! You're going to hurt ______________!
8. A: I hate my job.

   B: Me too. I envy Jacob. He's self-employed.

   A: Yeah. I'd like to work for ______________ too.
9. Jason, you need to eat better and get more exercise. You should take better care of ______________. Your father takes care of ______________, and I take care of ______________. Your father and I are healthy because we take good care of ______________. People who take care of ______________ have a better chance of staying healthy than those who don't.

☐ Exercise 19. Looking at grammar. (Chart 8-4)

Complete each sentence with a word or expression from the list and an appropriate reflexive pronoun. Use each word/expression only one time.

angry at
enjoy
entertained
feeling sorry for
introduced
killed
laugh at
pat
promised
proud of
talking to
✓taught

1. Karen Williams never took lessons. She __*taught herself*__ how to play the piano.
2. Did Roberto have a good time at the party? Did he ______________________________?
3. All of you did a good job. You should be ____.
4. You did a good job, Barbara. You should __________________________ on the back.
5. A man down the street committed suicide. We were all shocked by the news that he had ______________________________.
6. The children played very well without adult supervision. They ______________________ ____________________ by playing school.
7. I had always wanted to meet Hong Tran. When I saw her at a party last night, I walked over and ______________________________ to her.
8. Nothing good ever comes from self-pity. You should stop ___________________________ _____________, George, and start doing something to solve your problems.
9. People might think you're a little crazy, but ____________________________________ is one way to practice using English.
10. Humor can ease the problems we encounter in life. Sometimes we have to be able to ____________________________________.
11. Carol made several careless mistakes at work last week, and her boss is getting impatient with her. Carol has ______________________________ to do better work in the future.
12. Yesterday Fred's car ran out of gas. He had to walk a long way to a gas station. He is still ___________________________________ for forgetting to fill the tank.

☐ Exercise 20. Listening. (Chart 8-4)

Listen to the beginning of each sentence. Choose the correct completion.

CD 1 Track 42

Example: You will hear: We wanted to save money, so we painted the inside of our apartment _____.

You will circle: myself [✓ ourselves] yourselves

1.	himself	herself	yourself
2.	yourself	myself	ourselves
3.	ourselves	themselves	myself
4.	themselves	himself	herself
5.	ourselves	yourselves	themselves
6.	himself	herself	myself

☐ Exercise 21. Looking at grammar. (Chapters 6 → 8)

Choose the correct words in *italics*.

1. (*Penguin*, [✓ *Penguins*]) are interesting (*creature*, [✓ *creatures*]). They are (*bird, birds*), but (*it, they*) cannot fly.
2. (*Million, Millions*) of (*year, years*) ago, they had (*wing, wings*). (*This, These*) wings changed as the birds adapted to (*its, their*) environment.
3. (*Penguin's, Penguins'*) principal food (*was, were*) (*fish, fishes*). Penguins needed to be able to swim to find their food, so eventually their (*wing, wings*) evolved into (*flipper, flippers*) that enabled (*it, them*) to swim through water with speed and ease.
4. Penguins (*spends, spend*) most of their lives in (*water, waters*). However, they lay their (*egg, eggs*) on (*land, lands*).
5. Emperor penguins have interesting egg-laying (*habit, habits*).
6. The female (*lays, lay*) one (*egg, eggs*) on the (*ice, ices*) in Antarctic regions and then immediately (*returns, return*) to the ocean.
7. After the female lays the egg, the male (*takes, take*) over. (*He, They*) (*covers, cover*) the egg with (*his, their*) body until (*she, he, it, they*) (*hatches, hatch*).

8. (*This, These*) process (*takes, take*) seven to eight (*week, weeks*). During (*this, these*) time, the male (*doesn't, don't*) eat.
9. After the egg (*hatches, hatch*), the female returns to take care of the chick, and the male (*goes, go*) to the ocean to find food for (*himself, herself*), his mate, and their (*offspring, offsprings*).
10. (*Penguin, Penguins*) live in a harsh (*environment, environments*). (*He, They*) (*need, needs*) endurance to survive.

☐ Exercise 22. Warm-up. (Chart 8-5)

Read the dialogue. Discuss the pronouns in blue. Who or what do they refer to?

MRS. COOK: Jack Woods bought a used car. Did you hear?
MR. COOK: Yes, I heard all about his car. He paid next to nothing for it.
MRS. COOK: Right. And now it doesn't run.
MR. COOK: Well, as they say, you get what you pay for.
MRS. COOK: That's certainly true. One gets what one pays for.

8-5 Using *You*, *One*, and *They* as Impersonal Pronouns

(a) *One* should always be polite. (b) How does *one* get to Fifth Avenue from here? (c) *You* should always be polite. (d) How do *you* get to Fifth Avenue from here?	In (a) and (b): ***One*** means "any person, people in general." In (c) and (d): ***You*** means "any person, people in general." ***One*** is much more formal than ***you***. Impersonal ***you***, rather than ***one***, is used more frequently in everyday English.
(e) Iowa is an agricultural state. *They* grow a lot of corn there.	***They*** is used as an impersonal pronoun in spoken or very informal English to mean "people in general" or "an undefined group of people." ***They*** has no stated antecedent. Often the antecedent is implied. In (e): ***They*** = farmers in Iowa

☐ Exercise 23. Looking at grammar. (Chart 8-5)

Discuss the meanings of the pronouns in *italics*.

1. I agree with Kyung's decision to quit his corporate job and go to art school. I think *you* need to follow *your* dreams.
   → *The pronouns refer to everyone, anyone, people in general, all of us.*
2. Jake, if *you* really want my advice, I think *you* should find a new job.
   → *The pronouns refer to Jake, a specific person.*
3. Wool requires special care. If *you* wash wool in hot water, it will shrink. *You* shouldn't throw a wool sweater into a washing machine with *your* cottons.
4. Alex, I told *you* not to wash *your* sweater in hot water. Now look at it. It's ruined!
5. Generosity is its own reward. *You* always get back more than *you* give.
6. Sonya, let's make a deal. If *you* wash the dishes, I'll take out the garbage.
7. The earth's environmental problems are getting worse all the time. *They* say that the ozone layer is being depleted more and more every year.
8. Memory is selective. Often *you* remember only what *you* want to remember. If *you* ask two people to tell *you* about an experience they shared, they might tell *you* two different stories.
9. I would have loved to have gone to the concert last night. *They* played Beethoven's Seventh Symphony. I heard it was wonderful.
10. I've grown to dislike airplane travel. *They* never give *you* enough room for *your* legs. And if the person in front of *you* puts his seat back, *you* can barely move. *You* can't even reach down to pick up something from the floor.

☐ Exercise 24. Let's talk. (Chart 8-5)

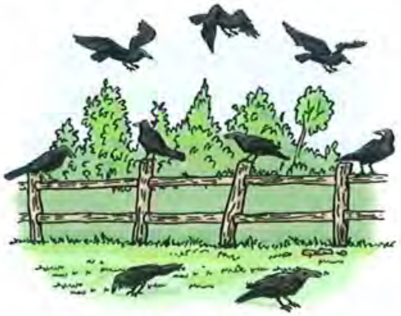
Discuss the meanings of these common English sayings. Work in pairs, in small groups, or as a class.

1. "You can't teach an old dog new tricks."
2. "You are what you eat."
3. "If you're not part of the solution, you're part of the problem."
4. "You can fool some of the people all of the time, and you can fool all of the people some of the time, but you can't fool all of the people all of the time." —*Abraham Lincoln*

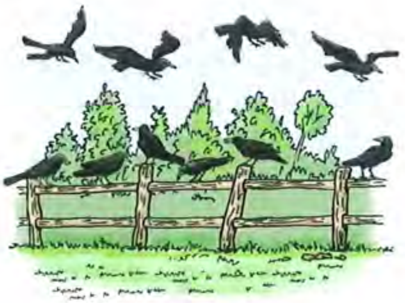
☐ Exercise 25. Warm-up. (Chart 8-6)

Match each sentence to the picture it describes.

1. Some of the crows are flying. The others are sitting on a fence.
2. Some of the crows are flying. Others are sitting on a fence.



Picture A



Picture B

8-6 Forms of *Other*

	Adjective	**Pronoun**	
Singular Plural	*another book* (is) *other books* (are)	*another* (is) *others* (are)	Forms of ***other*** are used as either adjectives or pronouns. Notice: • ***Another*** is always singular. • A final ***-s*** is used only for a plural pronoun (***others***).
Singular Plural	*the other book* (is) *the other books* (are)	*the other* (is) *the others* (are)	

(a) The students in the class come from many countries. One of the students is from Mexico. *Another student is* from Iraq. *Another is* from Japan. *Other students are* from Brazil. *Others are* from Algeria.	The meaning of ***another***: "one more in addition to or different from the one(s) already mentioned." The meaning of ***other*/*others*** (without ***the***): "several more in addition to or different from the one(s) already mentioned."
(b) I have three books. Two are mine. *The other book is* yours. (*The other is* yours.) (c) I have three books. One is mine. *The other books are* yours. (*The others are* yours.)	The meaning of ***the other(s)***: "all that remains from a given number; the rest of a specific group."
(d) I will be here for *another three years.* (e) I need *another five dollars.* (f) We drove *another ten miles.*	***Another*** is used as an adjective with expressions of time, money, and distance, even if these expressions contain plural nouns. ***Another*** means "an additional" in these expressions.

☐ Exercise 26. Looking at grammar. (Chart 8-6)

Complete the sentences with a form of ***other***.

1. I got three letters. One was from my father. _____Another_____ one was from my sister. _____The other_____ letter was from my girlfriend.
2. Look at your hand. You have five fingers. One is your thumb. ______________ is your index finger. ______________ is your middle finger. ______________ finger is your ring finger. And ______________ finger (the last of the five) is your little finger.
3. Look at your hands. One is your right hand. ______________ is your left hand.
4. I lost my dictionary, so I bought ______________.
5. Some people have red hair. ______________ have brown hair.
6. Some people have red hair. ______________ people have brown hair.
7. I have four children. One of them has red hair. ______________ children have brown hair.
8. I have four children. One of them has red hair. ______________ have brown hair.

☐ Exercise 27. Looking at grammar. (Chart 8-6)

Read each pair of sentences and answer the question that follows.

1. a. One North African country Helen plans to visit is Algeria. Another is Morocco.
   b. One North African country Alex plans to visit is Tunisia. The other is Algeria.
   QUESTION: Who is planning to visit more than two countries in North Africa?

2. a. Purple is one of Mai's favorite colors. The others she likes are blue and green.
   b. Purple is one of Elaine's favorite colors. Others she likes are blue and green.
   QUESTION: Who has only three favorite colors?

3. a. Kazuo took a cookie from the cookie jar and ate it. Then he took another one and ate it too.
   b. Susie took a cookie from the cookie jar and ate it. Then she took the other one and ate it too.
   QUESTION: Whose cookie jar had only two cookies?

4. a. Some of the men at the business meeting on Thursday wore dark blue suits. Others wore black suits.
   b. Some of the men at the business meeting on Friday wore dark blue suits. The others wore black suits.
   QUESTION: Mr. Anton wore a gray suit to the business meeting. Which day did he attend the meeting, Thursday or Friday?

☐ Exercise 28. Looking at grammar. (Chart 8-6)

Complete the sentences with a form of ***other***.

1. There are two women standing on the corner. One is Helen Jansen, and ____the other____ is Pat Hendricks.

2. They have three children. One has graduated from college and has a job. ______________ is at Yale University. ______________ is still living at home.

3. I would like some more books on this subject. Do you have any ______________ that you could lend me?

4. I would like to read more about this subject. Do you have any ______________ books that you could lend me?

5. Marina reads the *New York Times* every day. She doesn't read any ______________ newspapers.

6. Some people prefer classical music, but ______________ prefer rock music.

7. I'm almost finished. I just need ______________ five minutes.

8. One of the most important inventions in the history of the world was the printing press. ______________ was the electric light. ______________ were the telephone, the television, and the computer.

9. Some babies begin talking as early as six months; ______________ don't speak until they are more than two years old.

10. One common preposition is *from*. ______________ common one is *in*. ______________ are *by*, *for*, and *of*. The most frequently used prepositions in English are *at*, *by*, *for*, *from*, *in*, *of*, *to*, and *with*. What are some ______________ prepositions?

11. That country has two basic problems. One is inflation, and ______________ is the instability of the government.

12. I have been in only three cities since I came to the United States. One is New York, and ______________ are Washington, D.C., and Chicago.

13. When his alarm went off this morning, Toshi shut it off, rolled over, and slept for ______________ hour.

14. Individual differences in children must be recognized. Whereas one child might have a strong interest in mathematics and science, ______________ child might be more artistic.

☐ Exercise 29. Let's talk. (Chart 8-6)

Complete the sentences, using an appropriate form of ***other***. Work in pairs, in small groups, or as a class.

Example:
SPEAKER A (*book open*): There are two books on my desk. One is . . . .
SPEAKER B (*book closed*): One is red. The other is blue.

1. I speak two languages. One is . . . .
2. I speak three languages. One is . . . .
3. I lost my textbook, so I had to buy . . . .
4. Some people have brown hair, but . . . .
5. Hawaii is a popular tourist destination. Italy is . . . .
6. I have two books. One is . . . .

(*Change roles if working in pairs.*)

7. Some TV programs are excellent, but . . . .
8. Some people need at least eight hours of sleep each night, but . . . .
9. Only two of the students failed the quiz. All of . . . .
10. There are three colors that I especially like. One is . . . .
11. I have two candy bars. I want only one of them. Would you like . . . ?
12. There are three places in particular I would like to see when I visit (*a city/country*). One is . . . .

☐ Exercise 30. Listening. (Chart 8-6)

Complete each sentence with the form of ***other*** you hear.

CD 1
Track 43

1. This coffee is delicious. Could I please have ________________ cup?
2. The coffee isn't in this grocery bag, so I'll look in ________________ one.
3. There are supposed to be ten chairs in the room, but I count only five. Where are ________________?
4. No, let's not use this printer. Let's use ________________ one.
5. Bob is a nickname for Robert. ________________ are Rob and Robbie.
6. The sky is clearing. It's going to be ________________ beautiful day.

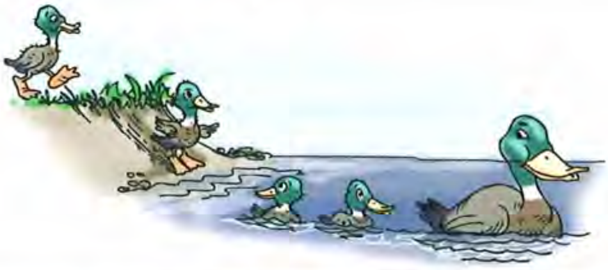
☐ Exercise 31. Warm-up. (Chart 8-7)

Read about Kate and Lisa. Are the statements about them true? Circle "T" for true and "F" for false.

SITUATION: Lisa and Kate talk to each other every other day. Kate saw Lisa the other day at the park. Lisa was with her five children. They were walking behind her, one after the other.

1. Kate talks to Lisa often. T F
2. Kate talked to Lisa today. She'll talk to her again tomorrow. T F
3. Kate last saw Lisa a few weeks ago. T F
4. Lisa's children were walking in a line. T F

8-7 Common Expressions with *Other*

(a) Mike and I write to **each other** every week. We write to **one another** every week.	***Each other*** and ***one another*** indicate a reciprocal relationship.* In (a): I write to him every week, and he writes to me every week.
(b) Please write on **every other** line.	***Every other*** can give the idea of "alternate." The meaning in (b) means: Write on the first line. Do not write on the second line. Write on the third line. Do not write on the fourth line. (Etc.)
(c) — Have you seen Ali recently? — Yes. I saw him just **the other day**.	***The other*** is used in time expressions such as *the other day, the other morning, the other week, etc.*, to refer to the recent past. In (c): ***the other day*** means "a few days ago, not long ago."
(d) The ducklings walked in a line behind the mother duck. Then the mother duck slipped into the pond. The ducklings followed her. They slipped into the water **one after the other**. (e) They slipped into the water **one after another**.	In (d): ***one after the other*** expresses the idea that separate actions occurred very close in time. In (e): ***one after another*** has the same meaning as ***one after the other***.
	
(f) No one knows my secret **other than** Rosa. (g) No one knows my secret **except** (*for*) Rosa.	***Other than*** is usually used after a negative to mean "except," as in (f). Example (g) has the same meaning as (f).
(h) Fruit and vegetables are full of vitamins and minerals. **In other words**, they are good for you.	In (h): ***In other words*** is used to explain, usually in simpler or clearer terms, the meaning of the preceding sentence(s).

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*In typical usage, *each other* and *one another* are interchangeable; there is no difference between them. Some native speakers, however, use *each other* when they are talking about only two persons or things, and *one another* when there are more than two.

☐ **Exercise 32. Looking at grammar.** (Charts 8-6 and 8-7)
Complete the sentences with a form of ***other***.

1. Two countries border on the United States. One is Canada. ___The other___ is Mexico.
2. One of the countries I would like to visit is Sweden. ______________ is Malaysia. Of course, besides these two countries, there are many ______________ places I would like to see.

3. Louis and I have been friends for a long time. We've known ________________ since we were children.

4. A: I talked to Sam ________________ day.
   B: Oh? How is he? I haven't seen him for ages.

5. In the Southwest there is a large area of land that has little or no rainfall, no trees, and very few plants ________________ than cactuses. In ________________ words, this area of the country is a desert.

6. Thank you for inviting me to the picnic. I'd like to go with you, but I've already made ________________ plans.

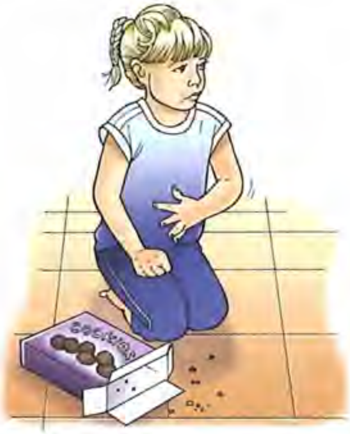
7. Some people are tall; ________________ are short. Some people are fat; ________________ are thin. Some people are nearsighted; ________________ people are farsighted.

8. Mr. and Mrs. Jay love ________________. They support ________________. They like ________________. In ________________ words, they are a happily married couple.

9. A: How often do you travel to Portland?
   B: Every ________________ month I go there to visit my grandmother in a nursing home.

10. Could I borrow your pen? I need to write a check, but I have nothing to write with ________________ than this pencil.

11. My niece, Kathy, ate one cookie after ________________ until she finished the whole box. That's why she had a bad stomachache.



☐ Exercise 33. Looking at grammar. (Charts 8-6 and 8-7)

Complete the sentences with your own words. Use a form of ***other*** where indicated.

Example: Some people like ____ while (*other*) ____ prefer ____.
→ *Some people like coffee while others prefer tea.*

1. I have two ____. One is ____, and (*other*) ____ is ____.
2. One of the longest rivers in the world is ____. (*other*) ____ is ____.
3. Some people like to ____ in their free time. (*other*) ____ prefer ____.
4. There are three ____ that I especially like. One is ____. (*other*) ____ is ____. (*other*) ____ is ____.
5. There are many kinds of ____. Some are ____, (*other*) ____ are ____, and (*other*) ____ are ____.

☐ Exercise 34. Listening. (Chart 8-7)

CD 1
Track 44

Listen to the way ***other*** and ***except*** are used. Choose the sentence that is closest in meaning to the one you hear.

Example: You will hear: I spend a lot of time with my grandmother. We enjoy each other's company.
You will choose: a. My grandmother and I like to spend time with others.
[✓ b.] I enjoy spending time with my grandmother.

1. a. All of the students had the wrong answer.
   b. Some students had the wrong answer.

2. a. The Clarks each see others on weekends.
   b. The Clarks spend time together on weekends.

3. a. Susan spoke with him a while ago.
   b. Susan spoke with him recently.

4. a. Three people know about the engagement.
   b. Four people know about the engagement.

5. a. Jan knows about the party.
   b. Jan doesn't know about the party.

☐ Exercise 35. Check your knowledge. (Chapters 6 → 8)

Correct the errors.

are *s* *s*
1. There ~~is~~ many different kind‸ of animal‸ in the world.

2. My cousin and her husband moved to other city because they don't like a cold weather.

3. I like to travel because I like to learn about other country and custom.

4. Collecting stamps is one of my hobby.

5. I came here three and a half month ago. I think I have made a good progress in English.

6. When I lost my passport, I had to apply for the another one.

7. When I got to class, all of the others students were already in their seats.

8. English has borrowed quite a few of word from another languages.

9. There is many student from differents countries in this class.

10. Thousand of athlete take part in the Olympics.

11. Education is one of the most important aspect of life. Knowledges about many different things allow us to live fuller lives.

12. All of the students names were on the list.

13. I live in a two rooms apartment. Its too small for my family.

14. Many of people prefer to live in small towns. Their attachment to their communities prevent them from moving from place to place in search of works.

15. Todays news is just as bad as yesterdays news.

16. Almost of the students in our class speaks English well.

17. The teacher gave us several homework to hand in next Tuesday.

18. In today's world, womans work as doctor, pilot, archeologist, and many other thing. Both my mother and father are teacher's.

19. Every employees in our company respect Mr. Ward.

20. A child needs to learn how to get along with another people, how to spend their time wisely, and how to depend on yourself.

☐ Exercise 36. Let's write. (Chapters 6 → 8)

Write a paragraph on one of the given topics. Write as quickly as you can. Write whatever comes into your mind. Try to write 100 words in ten minutes.

When you finish your paragraph, exchange it with a classmate. Correct each other's errors before giving it to your teacher.

Topics:

food
English
this room
animals
computers
families
movies
holidays

☐ Exercise 37. Let's write and talk. (Chapters 6 → 8)

Choose an object and write a short paragraph about it. Do NOT include the name of the object in your writing; always use a pronoun to refer to it, not the noun itself.

Describe the object (What does it look like? What is it made of? What does it feel like? Does it make a noise? Does it have a smell? Etc.), and explain why people use it or how it is used. Begin with its general characteristics; then gradually get more specific.

Finally, read your paragraph aloud to the class or to a small group of classmates. They will try to guess what the object is.

Example: It is usually made of metal. It is hollow. It is round on one end. It can be very small — small enough to fit in your pocket — or large, but not as large as a car. It is used to make noise. It can be used to give a signal. Sometimes it's part of an orchestra. Sometimes it is electric and you push a button to make it ring. What is it?

☐ Exercise 38. Let's talk. (Chapters 6 → 8)

Think of the best present you have ever been given. Maybe it was something for your birthday, maybe for an anniversary, or maybe it wasn't for any special occasion at all. It could be an object, an activity, or perhaps something someone did for you. Describe it to the class or a small group. Include what it looked like, how it made you feel, and why it was special. The class or group will try to guess what it was.

Example: The best present I ever received was something my son gave me. He had to work hard in order to be able to give me this gift. When he was 18, he decided to go to college. That made me very happy. Many times he didn't think he could finish, but I told him that a good education would be his key to success in life. He studied very hard and never quit. This present took place on one day. I was there and watched him with tears in my eyes. What was this gift?

Answer: Your son's graduation from college.

Chapter 9

Modals, Part 1

☐ **Exercise 1. Warm-up.** (Chart 9-1)
Correct the errors in verb forms.

1. She can ~~saw~~ *see* it.
2. She can to see it.
3. She cans see it.
4. She can sees it.
5. Can pass you the rice, please?
6. Do you can see it?*
7. They don't can go there.**
8. They aren't able pay their rent.

9-1 Basic Modal Introduction

Modal auxiliaries generally express speakers' attitudes. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of those attitudes. Each modal has more than one meaning or use. See Chart 10-10, p. 204–205, for a summary overview of modals.

Modal auxiliaries in English

can
could
had better
may
might
must
ought (to)
shall
should
will
would

Modal Auxiliaries

I
You
He
She
It
We
You
They
+
can do it.
could do it.
had better do it.
may do it.
might do it.
must do it.
ought to do it.
shall do it.
should do it.
will do it.
would do it.

Modals do not take a final ***-s***, even when the subject is *she, he,* or *it.*
CORRECT: ***She can** do it.*
INCORRECT: She ~~cans~~ do it.

Modals are followed immediately by the simple form of a verb.
CORRECT: ***She can do** it.*
INCORRECT: She can ~~to~~ do it. / She can ~~does~~ it. / She can ~~did~~ it.

The only exception is ***ought***, which is followed by an infinitive (***to*** + *the simple form of a verb*).
CORRECT: *He **ought to go** to the meeting.*

Phrasal Modals

be able to do it
be going to do it
be supposed to do it
have to do it
have got to do it

Phrasal modals are common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: ***be able to*** is similar to ***can***; ***be going to*** is similar to ***will***.

An infinitive (***to*** + *the simple form of a verb*) is used in these similar expressions.

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*See Appendix Chart B-1 for question forms with modals.
**See Appendix Chart D-1 for negative forms with modals.

☐ Exercise 2. Warm-up. (Charts 9-2 and 9-3)

Complete the requests with ***I*** or ***you***. Which sentences have essentially the same meaning?

1. Could ________ see that book? Thanks.
2. Could ________ hand me that book? Thanks.
3. May ________ see that book? Thanks.
4. Can ________ hand me that book? Thanks.
5. Can ________ see that book? Thanks.
6. Would ________ hand me that book? Thanks.
7. Will ________ please hand me that book? Thanks.

9-2 Polite Requests with *"I"* as the Subject

May I *Could I*	(a) ***May I borrow*** your pen (please)? (b) ***Could I*** (please) ***borrow*** your pen?	***May I*** and ***could I*** are used to request permission. They are equally polite, but ***may I*** sounds more formal.* NOTE in (b): In a polite request, ***could*** has a present or future meaning, not a past meaning.
Can I	(c) ***Can I borrow*** your pen?	***Can I*** is used informally to request permission, especially if the speaker is talking to someone she/he knows fairly well. ***Can I*** is usually considered a little less polite than ***may I*** or ***could I***.
	TYPICAL RESPONSES Certainly. Yes, certainly. Of course. Yes, of course. *INFORMAL:* Sure.	Often the response to a polite request is an action, such as a nod or shake of the head, or a simple "uh-huh," meaning "yes."

****Might*** is also possible: ***Might I borrow** your pen?* ***Might I*** is quite formal and polite; it is used much less frequently than ***may I*** or ***could I***.

9-3 Polite Requests with *"You"* as the Subject

Would you *Will you*	(a) *Would you pass* the salt (please)? (b) *Will you* (please) *pass* the salt?	The meaning of ***would you*** and ***will you*** in a polite request is the same. ***Would you*** is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.
Could you	(c) *Could you pass* the salt (please)?	Basically, ***could you*** and ***would you*** have the same meaning. The difference is slight. ***Would you*** = *Do you want to do this please?* ***Could you*** = *Do you want to do this please, and is it possible for you to do this?* ***Could you*** and ***would you*** are equally polite.
Can you	(d) *Can you* (please) *pass* the salt?	***Can you*** is often used informally. It usually sounds a little less polite than ***could you*** or ***would you***.
	TYPICAL RESPONSES Yes, I'd (I would) be happy to / be glad to. Certainly. *INFORMAL:* Sure.	A person usually responds in the affirmative to a polite request. If a negative response is necessary, a person might begin by saying, "I'd like to, but . . ." (e.g., "I'd like to pass the salt, but I can't reach it.").
	(e) *INCORRECT:* May ~~you~~ pass the salt?	***May*** is used only with ***I*** or ***we*** in polite requests.

☐ **Exercise 3. Let's talk.** (Charts 9-2 and 9-3)

Ask and answer polite questions. Speaker A presents the situation to Speaker B. Speaker B makes a polite request using ***Would/Could you,*** and Speaker A gives a typical response. Work in pairs or as a class.

Example:

SPEAKER A (*book open*): You and I are co-workers. We don't know each other well. We're at a lunch table in a cafeteria. You want the pepper.

SPEAKER B (*book closed*): *Would/Could* you please pass me the pepper? (*Will* is also possible because the speaker uses *please,* but *can* is probably not appropriate in this situation.)

SPEAKER A (*book open*): Certainly. I'd be glad to. Here you are.

1. You and I are good friends. We're in my apartment. You want to use the phone.
2. I'm your instructor. You want to leave class early.
3. I'm a student in your class. You hand me some papers. You want me to pass them out to the class.

(*Change roles if working in pairs.*)

4. I'm your supervisor at work. You knock on my half-open office door. I'm sitting at my desk. You want to come in.
5. I'm Dr. North's assistant. You want to make an appointment to see Dr. North.
6. You are running toward the elevator. I'm already inside. The door is closing. You ask me to hold it open.

☐ Exercise 4. Warm-up. (Chart 9-4)

In each dialogue, choose the speaker (A or B) who is going to turn down the heat.

1. A: Would you mind turning down the heat?
   B: No, not at all.

2. A: Would you mind if I turned down the heat?
   B: No, not at all.

9-4 Polite Requests with *Would You Mind*

Asking Permission	
(a) *Would you mind **if I closed*** the window? (b) *Would you mind **if I used*** the phone? TYPICAL RESPONSES No, not at all. No, of course not. No, that would be fine.	Notice in (a): ***Would you mind if I*** is followed by the simple past.* The meaning in (a): *May I close the window? Is it all right if I close the window? Will it cause you any trouble or discomfort if I close the window?* Notice that the typical response is "no." "Yes" means *Yes, I mind.* In other words: *It is a problem for me.* Another typical response might be "unh-uh," meaning "no."
Asking Someone to Do Something	
(c) *Would you mind **closing*** the window? (d) Excuse me. *Would you mind **repeating*** that? TYPICAL RESPONSES No. I'd be happy to. Not at all. I'd be glad to. *INFORMAL:* No problem. / Sure. / Okay.	Notice in (c): ***Would you mind*** is followed by the ***-ing*** form of a verb (a gerund). The meaning in (c): *I don't want to cause you any trouble, but would you please close the window? Would that cause you any inconvenience?* The informal responses "Sure" and "Okay" are common but not logical. The speaker means *No, I wouldn't mind* but seems to be saying the opposite: *Yes, I would mind.* Native speakers understand that the response "Sure" or "Okay" in this situation means that the speaker agrees to the request.

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*Sometimes, in informal spoken English, the simple present is used: *Would you mind if I **close** the window?*

NOTE: The simple past does not refer to past time after ***would you mind;*** it refers to present or future time. See Chart 20-3, p. 419, for more information.

☐ Exercise 5. Looking at grammar. (Chart 9-4)

Make sentences using ***Would you mind***.

1. a. I want to leave early. → *Would you mind if I left early?*
   b. I want you to leave early. → *Would you mind leaving early?*

2. a. I want you to speak with John.
   b. I want to speak with John.

3. a. I want to turn on the air conditioner.
   b. I want you to turn on the air conditioner.

☐ Exercise 6. Looking at grammar. (Chart 9-4)

Complete the sentences with the verbs in parentheses. Use ***if I*** + *the past tense* OR the ***-ing*** *form of the verb.* In some of the sentences, either response is possible, but the meaning is different.

1. A: I'm very tired and need to sleep. Would you mind (*go*) ___*if I went*___ to bed?

   B: I'm sorry. I didn't understand what you said. Would you mind (*repeat*) ___*repeating*___ that?

2. A: Are you coming with us?

   B: I know I promised to go with you, but I'm not feeling very good. Would you mind (*stay*) __________________ home?

   A: Of course not.

3. A: It's getting hot in here. Would you mind (*open*) __________________ the window?

   B: No.

4. A: This is probably none of my business, but would you mind (*ask*) __________________ you a personal question?

   B: It depends.

5. A: Would you mind (*smoke*) ______________________?

   B: I'd really rather you didn't.

6. A: Excuse me. Would you mind (*speak*) __________________ a little more slowly? I didn't catch what you said.

   B: Oh, of course. I'm sorry.

7. A: I don't like this TV program. Would you mind (*change*) __________________ the channel?

   B: Unh-uh.

☐ Exercise 7. Listening. (Chart 9-4)

CD 1
Track 45

Listen to each request. Choose the expected response (a. or b.). In relaxed speech, the ***you*** in ***would you*** may sound like "ju" or "juh."

Example: You will hear: This room is stuffy. Would you mind if I opened the door?
You will choose: [✓ a.] No, of course not. b. Yes.

1. a. Yes. b. Not at all. I'd be glad to.
2. a. Yes. b. No, that would be fine.
3. a. Yes. b. No, I'd be happy to.
4. a. Sure. b. Yes.
5. a. Yes. b. No problem.

☐ Exercise 8. Let's talk: pairwork. (Chart 9-4)

Work with a partner. Read each situation and create a dialogue. Partner A makes a polite request using ***Would you mind***. Partner B gives a typical response.

Example: You have a library book. You want the other person to take it back to the library for you.
PARTNER A: Are you going to the library?
PARTNER B: Yes.
PARTNER A: This book is due. Would you mind taking it back to the library for me?
PARTNER B: Not at all. I'd be glad to.

1. You've finished dinner. You're about to wash the dinner dishes. You want the other person to dry them.
2. You're feeling tired. A friend has arrived to pick you up for a party, but you've decided not to go.
3. One of you says that you're going to a particular store. The other one also wants something from that store but doesn't have time to go there.
4. One of you wants to ask the other a personal question.
5. You've bought a new cell phone. You don't know how to send a text message, but your friend does. You want to learn how to do it.

☐ Exercise 9. Looking at grammar. (Charts 9-2 → 9-4)

Complete the polite requests with your own words. Try to imagine what the speaker might say in the given situation.

1. JACK: What's the trouble, Officer?
OFFICER: You made an illegal U-turn.
JACK: I did?
OFFICER: Yes. May *I see your driver's license* ?
JACK: Certainly. It's in my wallet.
OFFICER: Would *you please remove it from your wallet* ?

2. WAITER: Good evening. Are you ready to order?
CUSTOMER: No, we're not. Could ________________?
WAITER: Certainly. I'll be back shortly.

3. SALLY: Are you driving to the meeting tonight?
SAM: Uh-huh, I am.
SALLY: Could ________________?
SAM: Sure. I'll pick you up at 7:00.

4. MR. PENN: Something's come up, and I can't meet with you Tuesday. Would you mind ________________?
MS. GRAY: Let me check my calendar.

5. MECHANIC: What seems to be the trouble with your car?
CUSTOMER: Something's wrong with the brakes, I think. Could ________________?
MECHANIC: Sure. Just pull the car into the garage.

6. SHELLEY: Are you enjoying the movie?
MIKE: Yeah, you?
SHELLEY: Yes, but I can't see over the man in front of me. Would you mind ________?
MIKE: Not at all. I see two empty seats across the aisle.

☐ Exercise 10. Let's talk: pairwork. (Charts 9-2 → 9-4)

Work with a partner. Make up a short dialogue for each situation. The dialogue should contain a polite request and a response to that request.

Example: Janet and Sara are roommates and good friends. Janet doesn't have enough money to go to a movie tonight. She wants to borrow some from Sara.
JANET: There's a movie I really want to see tonight, but I'm running a little low on money right now. Could I borrow a few dollars? I'll pay you back Friday.
SARA: Sure. No problem. How much do you need?

1. Rashid is walking down the hall of his office building. He needs to know what time it is. He asks Elena, a co-worker he's seen before but has never met.
2. Larry is trying to study. His roommate, Matt, is playing a CD very loudly. This is bothering Larry, who is trying to be polite even though he feels frustrated and a little angry.
3. Ms. Jackson is in the middle of the city. She's lost. She's trying to find the bus station. She stops a friendly-looking stranger on the street to ask for directions.
4. Paul just arrived at work and remembered that he left his stove on in his apartment. His neighbor Mrs. Wu has a key to the front door, and Paul knows that Mrs. Wu hasn't left for work yet. Anxiously, he telephones Mrs. Wu for help.

☐ Exercise 11. Let's talk. (Charts 9-2 → 9-4)

What are some polite requests you have heard (or have said) in the given locations? Create typical dialogues.

1. in this classroom
2. at an airport
3. at a restaurant
4. at a grocery store
5. on the telephone
6. at a clothing store

☐ Exercise 12. Warm-up. (Chart 9-5)

Read the statements. Choose the more typical context (a. or b.) for the words in blue. Discuss their meanings.

1. Gosh! Look at the time. I've got to go. I have class in five minutes!
   a. everyday conversation b. formal writing

2. All applicants must be 18 years of age and must have a valid driver's license.
   a. everyday conversation b. formal writing

3. We have to prepare a research paper on global warming in Dr. Chen's seminar this term. I think it'll be interesting.
   a. everyday conversation b. formal writing

9-5 Expressing Necessity: *Must, Have To, Have Got To*

Must, Have To	
(a) All applicants *must take* an entrance exam. (b) All applicants *have to take* an entrance exam.	***Must*** and ***have to*** both express necessity. The meaning is the same in (a) and (b): *It is necessary for every applicant to take an entrance exam. There is no other choice. The exam is required.*
(c) I'm looking for Sue. I *have to talk* to her about our lunch date tomorrow. I can't meet her for lunch because I have to go to a business meeting at 1:00. (d) Where's Sue? I *must talk* to her right away. I have an urgent message for her.	In everyday statements of necessity, ***have to*** is used more commonly than ***must***. ***Must*** is usually stronger than ***have to*** and can indicate urgency or stress importance. The meaning in (c): *I need to do this, and I need to do that.* The meaning in (d) is stronger: *This is very important!* Because it is a strong word, ***must*** (meaning necessity) is relatively rare in conversation. It is usually found in legal or academic writing.
(e) I *have to* ("hafta") be home by eight. (f) He *has to* ("hasta") go to a meeting tonight.	NOTE: Native speakers often say "hafta" and "hasta," as in (e) and (f).
Have Got To	
(g) I *have got to go* now. I have a class in ten minutes. (h) I *have to go* now. I have a class in ten minutes.	***Have got to*** also expresses the idea of necessity: (g) and (h) have the same meaning. ***Have got to*** is informal and is used primarily in spoken English. ***Have to*** is used in both formal and informal English.
(i) I *have got to go* ("I've gotta go / I gotta go") now.	The usual pronunciation of ***got to*** is "gotta." Sometimes ***have*** is dropped in speech: "I gotta do it."
Past Necessity	
(j) PRESENT OF FUTURE I *have to* / *have got to* / *must study* tonight. (k) PAST I *had to study* last night.	***Had to*** expresses past necessity. In (j): ***had to*** = *needed to: I needed to study last night.* There is no other past form for ***must*** (when it means necessity) or ***have got to***.

☐ Exercise 13. Let's talk. (Chart 9-5)

Answer the questions in complete sentences using ***must, have to, had to,*** or ***have got to***. Work in pairs, in small groups, or as a class.

1. What are some things you have to do after class today?
2. What have you got to do before you go to bed tonight? Is there any place you have got to go later today?
3. Think about everyday life. What are some things you must have in order to survive?
4. Think about your plans for the next week. What are some things you have to do?
5. Think about your activities last week. What were some things you had to do?
6. Think of the job of a doctor. What kinds of things must a doctor know about? What are some things a doctor has to do every day?

☐ Exercise 14. Warm-up. (Chart 9-6)

Choose the sentences that Speaker B might say in response to Speaker A.

SPEAKER A: The meeting starts in an hour. We have plenty of time.
SPEAKER B: 1. We must not hurry.
2. We don't have to hurry.
3. We don't need to hurry.

9-6 Lack of Necessity and Prohibition: *Have To* and *Must* in the Negative

Lack of Necessity	
(a) Tomorrow is a holiday. We *don't have to go* to class. (b) I can hear you. You *don't have to shout*.*	When used in the negative, ***must*** and ***have to*** have different meanings.
	Negative form: ***do not have to*** = lack of necessity. The meaning in (a): *We don't need to go to class tomorrow because it is a holiday.*
Prohibition	
(c) You *must not tell* anyone my secret. Do you promise?	***must not*** = prohibition (DO NOT DO THIS!) The meaning in (c): *Do not tell anyone my secret. I forbid it. Telling anyone my secret is prohibited.* Negative contraction: ***mustn't***. (The first "t" is silent: "muss-ənt.")
(d) *Don't tell* anyone my secret. (e) You *can't tell* anyone my secret. (f) You*'d better not tell* anyone my secret.	Because ***must not*** is so strong, speakers also express prohibition with imperatives, as in (d), or with other modals, as in (e) and (f).

*Lack of necessity may also be expressed by ***need not*** + *the simple form of a verb:* *You* ***needn't shout***. The use of ***needn't*** as an auxiliary is chiefly British except in certain common expressions such as *You needn't worry.*

☐ Exercise 15. Looking at grammar. (Chart 9-6)

Complete the sentences with ***must not*** or ***do/does not have to***.

1. I've already finished all my work, so I ___don't have to___ study tonight. I think I'll read for a while.
2. In order to be a good salesclerk, you ________________ be rude to customers.
3. You ________________ introduce me to Dr. Gray. We've already met.
4. A person ________________ become rich and famous in order to live a successful life.
5. If you encounter a growling dog, you ________________ show any signs of fear. If a dog senses fear, it is more likely to attack a person.

6. I ____________________ go to the doctor. I'm feeling much better.

7. We ____________________ go to the concert if you don't want to, but it might be good.

8. A person ____________________ get married in order to lead a happy and fulfilling life.

☐ Exercise 16. Let's talk. (Chart 9-6)

What do you look for in a leader? What qualities do you think a leader needs in order to be effective? Complete the sentences with ***must, must not, has to,*** or ***doesn't have to.*** Discuss your answers.

An effective leader of a country . . .

1. ____________________ be well educated.
2. ____________________ be flexible and open to new ideas.
3. ____________________ be wealthy.
4. ____________________ have a family (spouse and children).
5. ____________________ have a military background.
6. ____________________ use his or her power for personal financial gain.
7. ____________________ ignore the wishes of the majority of the people.
8. ____________________ be a good public speaker.

☐ Exercise 17. Listening. (Chart 9-6)

CD 1
Track 46

Complete the sentences with ***must, must not,*** or ***don't have to*** using the information you hear. Finish the first situation before moving on to the second.

SITUATION 1: Class registration

1. New students ____________________ register in person.
2. Returning students ____________________ register in person.
3. New students ____________________ forget their ID.

SITUATION 2: Class changes and tuition

4. All students ____________________ make class changes in person.
5. Students ____________________ pay their tuition at the time of registration.
6. Students ____________________ pay their tuition late.

☐ Exercise 18. Warm-up. (Chart 9-7)

Read the situation. What advice would you give Amir?

SITUATION: Amir has a bad toothache.

1. He should see a dentist immediately.
2. He should wait and see if the pain goes away.
3. He should call an ambulance.
4. He should put an ice-pack on his cheek.
5. He should take some pain medicine.
6. He should get his cousin to pull the tooth right away.

9-7 Advisability: *Should, Ought To, Had Better*

(a) You ***should study*** harder. You ***ought to study*** harder. (b) Drivers ***should obey*** the speed limit. Drivers ***ought to obey*** the speed limit.	***Should*** and ***ought to*** both express advisability. Their meaning ranges in strength from a suggestion (*This is a good idea*) to a statement about responsibility or duty (*This is a very important thing to do*). The meaning in (a): *This is a good idea. This is my advice.* In (b): *This is an important responsibility.*
(c) You ***shouldn't leave*** your keys in the car.	Negative contraction: ***shouldn't.**** NOTE: the /t/ is often hard to hear in relaxed, spoken English.
(d) I ***ought to*** ("otta") ***study*** tonight, but I think I'll watch TV instead.	Native speakers often pronounce ***ought to*** as "otta" in informal speech.
(e) The gas tank is almost empty. We ***had better stop*** at the next gas station. (f) You ***had better take*** care of that cut on your hand soon, or it will get infected.	In meaning, ***had better*** is close to ***should*** and ***ought to***, but ***had better*** is usually stronger. Often ***had better*** implies a warning or a threat of possible bad consequences. The meaning in (e): *If we don't stop at a service station, there will be a bad result. We will run out of gas.* Notes on the use of ***had better***: • It has a present or future meaning. • It is followed by the simple form of a verb. • It is more common in speaking than writing.
(g) You***'d better*** take care of it. (h) You ***better*** take care of it.	Contraction: ***'d better,*** as in (g). Sometimes in speaking, ***had*** is dropped, as in (h).
(i) You***'d better not*** be late.	Negative form: ***had better*** + ***not***

Ought to* is not commonly used in the negative. If it is, the *to* is sometimes dropped: *You **oughtn't (to) leave your keys in the car.*

☐ Exercise 19. Looking at grammar. (Chart 9-7)

Complete the dialogues with your own words. Use ***should, ought to,*** or ***had better*** to give advice.

1. A: The shoes I bought last week don't fit.
   B: You ______________________________

2. A: Have you gotten your airplane ticket?
   B: No, not yet.
   A: Flights fill up fast near the holidays. You ______________________________

3. A: Yikes! My class starts in five minutes. I wasn't watching the time.
   B: You ______________________________

4. A: I have the hiccups.
   B: You ______________________________

5. A: I bought these organic apples, and all of them are rotten inside.
   B: You ______________________________

☐ Exercise 20. Let's talk: pairwork. (Chart 9-7)

Work with a partner. Partner A presents the problem. Partner B gives advice using ***should, ought to,*** or ***had better.***

Example:
PARTNER A (*book open*): I have a test tomorrow.
PARTNER B (*book closed*): You should / ought to / had better study tonight.

1. I can't see the board when I sit in the back row.
2. My roommate snores, and I can't get to sleep.
3. Pam's younger brother, who is 18, is using illegal drugs. How can she help him?

Change roles.

4. My apartment is a mess, and my mother is coming to visit tomorrow!
5. I have six months to improve my English.
6. The Taylors' daughter is very excited about going to Denmark for a vacation.

☐ Exercise 21. Let's talk: pairwork. (Chart 9-7)

Work with a partner. Complete the dialogues with your own words.

1. A: Oops! I spilled *coffee on my shirt.*
   B: You'd better *run it under hot water before the stain sets.*
2. A: My doctor said I should ______________, but I ______________
   B: Well, I think you'd better ______________
3. A: I've been studying for three days straight.
   B: I know. You should ______________
4. A: Do you think I ought to ______________ or ______________
   B: I think you'd better ______________
   If you don't, ______________
5. A: Lately I can't seem to concentrate on anything. I feel ______________
   B: Maybe you should ______________
   Or have you thought about ______________

☐ Exercise 22. Let's talk. (Charts 9-5 → 9-7)

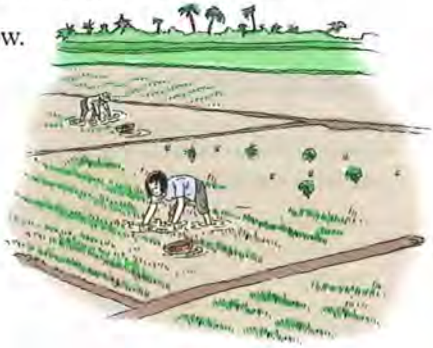
Which sentence in each pair is stronger? Discuss situations in which a speaker might say these sentences.

1. a. You *should go* to a doctor.
   b. You*'d better go* to a doctor.
2. a. Mary *should go* to work today.
   b. Mary *must go* to work today.
3. a. We'*ve got to go* to class.
   b. We *ought to go* to class.
4. a. I *have to go* to the post office.
   b. I *should go* to the post office.
5. a. We *shouldn't go* into that room.
   b. We *must not go* into that room.
6. a. You'*d better not go* there alone.
   b. You *shouldn't go* there alone.

☐ Exercise 23. Looking at grammar. (Charts 9-5 → 9-7)

Complete the sentences with ***should*** or ***must/have to.*** In some sentences either one is possible, but the meaning is different. Discuss the difference in meanings.

1. A person _____ must / has to _____ eat in order to live.
2. A person _____ should _____ eat a balanced diet.
3. If you want to become a doctor, you ______________ go to medical school for many years.
4. I don't have enough money to take the bus, so I ______________ walk home.
5. Walking is good exercise. You say you want to get more exercise. You ______________ walk to and from work instead of taking the bus.
6. We ______________ go to Colorado for our vacation.
7. According to my advisor, I ______________ take another English course.
8. Rice ______________ have water in order to grow.
9. This pie is very good. You ______________ try a piece.
10. This pie is excellent! You ______________ try a piece.*



☐ Exercise 24. Listening. (Charts 9-5 → 9-7)

CD 1
Track 47

Listen to each sentence and choose the answer (a. or b.) that has the same meaning. In some cases both answers are correct.

Example: You will hear: During the test, do not look at your neighbor's paper.
You will choose: a. You don't have to look at you neighbor's paper.
[✓ b.] You must not look at your neighbor's paper.

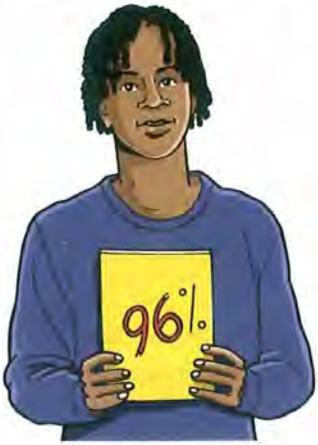
1. a. You don't have to lock the door.
   b. You must not lock the door.
2. a. You must show proof of citizenship.
   b. You have to show proof of citizenship.
3. a. You ought to arrive early.
   b. You should arrive early.
4. a. To enter the boarding area, passengers should have boarding passes.
   b. To enter the boarding area, passengers must have boarding passes.

---

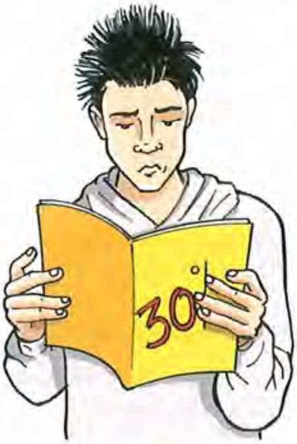
*Sometimes in speaking, ***must*** has the meaning of a very enthusiastic ***should.***

☐ Exercise 25. Warm-up. (Chart 9-8)

Choose the student (Jason or Jim) who said this sentence: "I should have studied."



Jason



Jim

9-8 The Past Form of *Should*

(a) I had a test this morning. I didn't do well on the test because I didn't study for it last night. I ***should have studied*** last night. (b) You were supposed to be here at 10:00 P.M., but you didn't come until midnight. We were worried about you. You ***should have called*** us. (You did not call.)	Past form: ***should have*** + *past participle*.* The meaning in (a): ***I should have studied*** = *Studying was a good idea, but I didn't do it. I made a mistake.* Usual pronunciation of ***should have:*** "should-əv" or "should-ə."
(c) My back hurts. I ***should not have carried*** that heavy box up two flights of stairs. (I carried the box, and now I'm sorry.) (d) We went to a movie, but it was a waste of time and money. We ***should not have gone*** to the movie.	The meaning in (c): ***I should not have carried*** = *I carried something, but it turned out to be a bad idea. I made a mistake.* Usual pronunciation of ***should not have:*** "shouldn't-əv" or "shouldn't-ə."

*The past form of ***ought to*** is ***ought to have*** + *past participle* (*I ought to have studied.*). It has the same meaning as the past form of ***should.*** In the past, ***should*** is used more commonly than ***ought to.*** ***Had better*** is used only rarely in a past form (e.g., *He* ***had better have taken care*** *of it.*) and usually only in speaking, not writing.

☐ Exercise 26. Listening. (Chart 9-8)

Listen to each situation and choose the best advice (a. or b.). In some cases, both answers are correct.

CD 1
Track 48

Example: You will hear: Your report had spelling errors because you didn't run a spellcheck.
You will choose: [✓ a.] I should have run a spellcheck.
b. I shouldn't have run a spellcheck.

1. a. She should have spent more money.
   b. She shouldn't have spent so much money.

2. a. I should have gone with them.
   b. I shouldn't have stayed home.

3. a. He shouldn't have had so much coffee.
   b. He should have had more coffee.

4. a. She shouldn't have been dishonest.
   b. She should have been more honest.

☐ Exercise 27. Let's talk. (Chart 9-8)

Speaker A presents the given situation. Speaker B comments on it using ***should/shouldn't have*** + *past participle.* Work in pairs, in groups, or as a class.

Example:
SPEAKER A (*book open*): I didn't invite Sonya to my party. That made her feel bad. I'm sorry I didn't invite her.
SPEAKER B (*book closed*): You should have invited Sonya to your party.

1. Tim made a mistake yesterday. He left the door to his house open, and a bird flew in. He had a terrible time catching the bird.
2. There was an important meeting yesterday afternoon, but you decided not to go. That was a mistake. Now your boss is angry.
3. Emily didn't feel good a couple of days ago. I told her to see a doctor, but she didn't. That was a mistake. Now she is very sick.
4. Nick signed a contract to buy some furniture without reading it thoroughly. Now he has discovered that he is paying a higher interest rate than he expected. He made a mistake.

☐ Exercise 28. Let's talk: pairwork. (Chart 9-8)

Work with a partner. Partner A presents the situation. Partner B comments on it using ***should/shouldn't have*** + *past participle.*

Example:
PARTNER A (*book open*): You failed the test because you didn't study.
PARTNER B (*book closed*): I should have studied.

1. You are cold because you didn't wear a coat.
2. Your friend is upset because you didn't return his call.
3. The room is full of flies because you opened the window.
4. You don't have any food for dinner because you didn't go to the grocery store.
5. You bought a friend a box of candy for her birthday, but she doesn't like candy.

Change roles.

6. John loved Marta, but he didn't marry her. Now he is unhappy.
7. John loved Marta, and he married her. But now he is unhappy.
8. The weather was beautiful yesterday, but you stayed inside all day.
9. You lent your car to your friend, but she had an accident because she was driving on the wrong side of the road.
10. You overslept this morning because you didn't set your alarm clock.

☐ Exercise 29. Let's talk or write. (Chart 9-8)

Discuss or write what you think the people in the given situations ***should have done*** or ***shouldn't have done***.

Example: Tom didn't study for the test. During the exam, he panicked and started looking at other students' test papers. He didn't think the teacher saw him, but she did. She warned him once to stop cheating, but he continued. As a result, the teacher took Tom's test paper, told him to leave the room, and failed him on the exam.

→ *Tom should have studied for the test.*
→ *He shouldn't have looked at other students' papers during the test.*
→ *He shouldn't have started cheating.*
→ *He should have known the teacher would see him cheating.*
→ *He should have stopped cheating after the first warning.*
→ *The teacher should have ripped up Tom's paper and sent him out of the room the first time she saw him cheating.*

1. Kazu and his wife, Julie, had good jobs as professionals in New York City. Kazu was offered a high-paying job in Chicago, which he immediately accepted. Julie was shocked when he came home that evening and told her the news. She liked her job and the people she worked with. She didn't want to move away and look for another job.

2. For three years, Donna had been saving her money for a trip to Europe. Her brother, Hugo, had a good job, but he spent all of his money on expensive cars, clothes, and entertainment. Suddenly, Hugo was fired from work and had no money to support himself while he looked for another job. Donna lent him nearly all of her savings, and within three weeks he spent it all on his car, more clothes, and expensive restaurants.

☐ Exercise 30. Warm-up. (Chart 9-9)

Correct the errors in the form of ***be supposed to***.

1. The building custodian $\overset{\text{is}}{\wedge}$ supposed to* unlock the doors every morning.
2. We're not suppose to open that door.
3. I have a meeting at seven tonight. I suppose to be there a little early to discuss the agenda.
4. I'm suppose to be at the meeting. I suppose* I'd better go.
5. Where have you been? You suppose be here an hour ago!

---

*COMPARE: ***He is supposed to*** = *He is expected to.*
I suppose = *I guess, I think, I believe.*

9-9 Obligation: *Be Supposed To*

(a) The game *is supposed to begin* at 10:00. (b) The committee *is supposed to vote* by secret ballot.	***Be supposed to*** expresses the idea that someone (*I, we, they, the teacher, lots of people, my father, etc.*) expects something to happen. ***Be supposed to*** often expresses expectations about scheduled events, as in (a), or correct procedures, as in (b).
(c) I *am supposed to go* to the meeting. My boss told me that he wants me to attend. (d) The children *are supposed to put away* their toys before they go to bed.	***Be supposed to*** also expresses expectations about behavior. The meaning is the same in (c) and (d): *Someone else expects (requests or requires) certain behavior.*
(e) Jack *was supposed to call* me last night. I wonder why he didn't.	***Be supposed to*** in the past (*was/were supposed to*) expresses unfulfilled expectations. The meaning in (e): *I expected Jack to call, but he didn't.*

☐ **Exercise 31. Let's talk.** (Chart 9-9)

Answer the questions in complete sentences. Use ***be supposed to***. Work in pairs, in small groups, or as a class.

Example:
SPEAKER A (*book open*): If you're driving and a traffic light turns red, what are you supposed to do?
SPEAKER B (*book closed*): You're supposed to come to a complete stop.*

1. What are you supposed to do if you're involved in a traffic accident?
2. What are you supposed to do prior to takeoff in an airplane?
3. What are some things athletes in training are supposed to do, and some things they're not supposed to do?
4. If you're driving and an ambulance with flashing lights and blaring sirens comes up behind you, what are you supposed to do?

(*Change roles if working in pairs*).

5. Can you think of something you were supposed to do yesterday (or sometime in the past) but didn't do?
6. What are we supposed to be doing right now?
7. Tell me about any job you've had. What were you supposed to do on a typical day?
8. In the place you live or work, who is supposed to do what? In other words, what are the duties or responsibilities of the people who live or work with you?

---

*Note the use of impersonal ***you***. See Chart 8-5, p. 147.

☐ Exercise 32. Looking at grammar. (Charts 9-5 → 9-9)

Which sentence in each pair is stronger?

1. a. You *had better wear* a seat belt.
   b. You *ought to wear* a seat belt.

2. a. You *must wear* a seat belt.
   b. You *had better wear* a seat belt.

3. a. You *have to wear* a seat belt.
   b. You *are supposed to wear* a seat belt.

4. a. We *are supposed to bring* pens.
   b. We *have to bring* pens.

5. a. We *ought to bring* pens.
   b. We *have got to bring* pens.

6. a. We *had better bring* pens.
   b. We *should bring* pens.

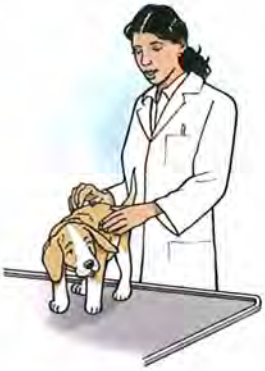
☐ Exercise 33. Let's talk or write. (Charts 9-5 → 9-9)

Choose an occupation from the list or any other occupation of your choosing. Make sentences about it using the given verbs.

Example: teacher → *A teacher should be very patient.*

should
be supposed to
ought to
had better
have to
have got to
must
shouldn't
be not supposed to
had better not
do not have to
must not

Occupations:
1. tour guide
2. engineer
3. nurse
4. taxi driver
5. salesclerk
6. plumber
7. artist
8. veterinarian



☐ Exercise 34. Let's write or talk. (Charts 9-5 → 9-9)

Choose one (or more) of the topics for writing, group discussion, or role-playing. Try to include the words from the given list on the next page.

Example: Pretend that you are the supervisor of a roomful of young children. The children are in your care for the next six hours. What would you say to them to make sure they understood your expectations and your rules, so that they would be safe and cooperative?

→ *You **should** pick up your toys when you are finished playing with them.*
→ *You **have to** stay in this room. Do not go outside without my permission.*
→ *You're **supposed to** take a short nap at one o'clock.*
Etc.

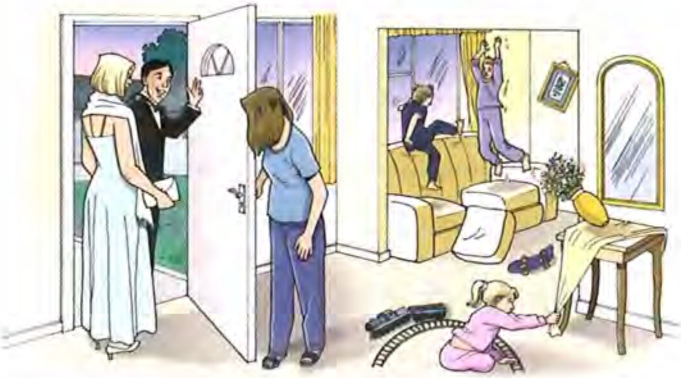
should
be supposed to
ought to
had better

have to
have got to
must
shouldn't

be not supposed to
had better not
do not have to
must not

Topics:

1. Pretend that you are a travel agent and you are helping two students who are traveling abroad for a vacation. You want them to understand the travel arrangements you have made, and you want to explain some of the local customs of the countries they will be visiting.
2. Pretend that you are the supervisor of a café and you are talking to two new employees. You want to acquaint them with their jobs and your expectations.
3. Pretend that you are instructing the person who will watch your three young children while you are out for the evening. They haven't had dinner, and they don't like to go to bed when they're told to.



☐ Exercise 35. Warm-up. (Chart 9-10)

Circle *yes* if the speaker is expressing an intention or plan; circle *no* if not. In which of these sentences do you know for sure that the speaker did not complete the plan?

INTENTION/PLAN?

1. I am going to call you at 9:00 tomorrow. yes no
2. I was going to call you, but I couldn't find your phone number. yes no
3. I was going to class when I ran into a friend from childhood. yes no
4. I was planning to go to college right after high school but then decided to work for a year first. yes no
5. I was working at my computer when the electricity went off. yes no
6. I had planned to talk to my manager today about a raise, but she was out sick. yes no

9-10 Unfulfilled Intentions: *Was/Were Going To*

(a) I'*m going to go* to the concert tomorrow. I'm really looking forward to it.	***Am/is/are going to*** is used to talk about intentions for future activities, as in (a).
(b) Jack *was going to go* to the movie last night, but he changed his mind.	***Was/were going to*** talks about past intentions. Usually, these are unfulfilled intentions, i.e., activities someone intended to do but did not do. The meaning in (b): *Jack was planning to go to the concert, but he didn't go.*
(c) I *was planning* to go, but I didn't. I *was hoping* to go, but I couldn't. I *was intending* to go, but I didn't. I *was thinking about* going, but I didn't. (d) I *had hoped* to go, but I couldn't. I *had intended* to go, but I didn't. I *had thought about* going, but I didn't. I *had planned* to go, but I changed my mind.	Other ways of expressing unfulfilled intentions are to use ***plan, hope, intend,*** and ***think about*** in the past progressive, as in (c), or in the past perfect, as in (d).

☐ Exercise 36. Looking at grammar. (Chart 9-10)

Restate each sentence in two other ways.

Example: I was going to call you, but I couldn't get cell phone reception.
→ *I had planned to call you, but I couldn't get cell phone reception.*
→ *I was intending to call you, but I couldn't get cell phone reception.*

1. I was going to stay home on my day off, but I had too much work at the office.
2. I was going to surprise you with jewelry for your birthday, but I wasn't sure what you'd like.
3. I was going to reply to your email right away, but I got distracted by my children.

☐ Exercise 37. Let's talk. (Chart 9-10)

Take turns completing the sentences. Work in pairs or small groups. Share some of your answers with the class.

1. I was going to get up early this morning, but . . . .
2. I had intended to meet you at the restaurant, but . . . .
3. I was planning to visit you this weekend, but . . . .
4. I had hoped to see you one more time before you left, but . . . .
5. We had thought about inviting the Smiths to our party, but . . . .
6. I was going to call you on your birthday, but . . . .
7. We were hoping to see that movie in a theater, but . . . .

☐ Exercise 38. Warm-up. (Chart 9-11)

Imagine that next Tuesday you have a holiday. You and your roommate are making plans. Read the list of activities. Which ones sound good to you?

Activities:

1. Let's go to a movie.
2. Why don't we study grammar all day?
3. Let's go shopping.
4. Why don't we fly to Paris for lunch?
5. Let's play video games.
6. Why don't we clean and do the laundry?

9-11 Making Suggestions: *Let's, Why Don't, Shall I / We*

(a) *Let's go* to a movie.	***let's*** = ***let us*** ***Let's*** is followed by the simple form of a verb.
(b) *Let's not go* to a movie. *Let's stay* home instead.	Negative form: ***let's*** + ***not*** + *simple verb* ***Let's*** means *I have a suggestion for us.*
(c) *Why don't we go* to a movie? (d) *Why don't you come* around seven? (e) *Why don't I give* Mary a call?	***Why don't*** is used primarily in spoken English to make a friendly suggestion. The meaning in (c): *Let's go to a movie.* In (d): *I suggest that you come around seven.* In (e): *Should I give Mary a call? Do you agree with my suggestion?*
(f) *Shall I open* the window? Is that okay with you? (g) *Shall we leave* at two? Is that okay?	When ***shall*** is used with ***I*** or ***we*** in a question, the speaker is usually making a suggestion and asking another person if she/he agrees with this suggestion, as in (f) and (g). The use of ***shall*** + ***I/we*** is relatively formal and infrequent in American English.
(h) Let's go, *shall we?* (i) Let's go, *okay?*	Sometimes ***shall we?*** is used as a tag question after ***let's***, as in (h). More informally, ***okay?*** is used as a tag question, as in (i).

☐ **Exercise 39. In your own words.** (Chart 9-11)

Complete the conversations with your own words.

1. A: A new Japanese restaurant just opened downtown. Let's ___*eat there tonight.*___
   B: Great idea! I'd like some good sushi.
   A: Why don't ___*you call and make a reservation?*___ Make it for about 7:30.
   B: No, let's ___*make it for 8:00.*___ I'll be working until 7:30 tonight.

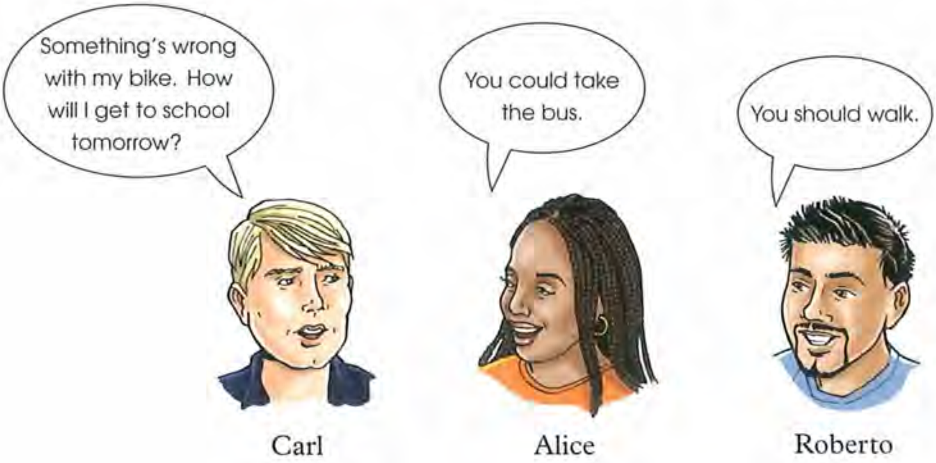
2. A: I don't feel like staying home today.
   B: Neither do I. Why don't ______
   A: Hey, that's a great idea! What time shall ______
   B: Let's leave in an hour.

3. A: Shall ______ or ______ first?
   B: Let's ______ first; then we can take our time over dinner.
   A: Why don't ______
   B: Good idea.

4. A: Let's ______ over the weekend.
   The fresh air would do us both good.
   B: I agree. Why don't ______
   A: No. Sleeping in a tent is too uncomfortable. Let's ______
   It won't be that expensive, and we'll have hot water and all the comforts of home.

☐ Exercise 40. Warm-up. (Chart 9-12)

Read the conversation. Whose suggestion seems stronger, Alice's or Roberto's?


Something's wrong with my bike. How will I get to school tomorrow?
You could take the bus.
You should walk.
Carl
Alice
Roberto

9-12 Making Suggestions: *Could* vs. *Should*

— *What should we do tomorrow?* (a) Why don't we go on a picnic? (b) We ***could go*** on a picnic.	***Could*** can be used to make suggestions. The meanings in (a) and (b) are similar: The speaker is suggesting a picnic.
— *I'm having trouble in math class.* (c) You ***should talk*** to your teacher. (d) ***Maybe*** you ***should talk*** to your teacher. — *I'm having trouble in math class.* (e) You ***could talk*** to your teacher. Or you ***could ask*** Ann to help you with your math lessons. Or I ***could try*** to help you.	***Should*** gives definite advice and is stronger than ***could***. The meaning in (c): *I believe it is important for you to do this. This is what I recommend.* In (d), the use of ***maybe*** softens the strength of the advice. ***Could*** offers suggestions or possibilities. The meaning in (e): *I have some possible suggestions for you. It is possible to do this. Or it is possible to do that.**
— *I failed my math class.* (f) You ***should have talked*** to your teacher and gotten some help from her during the term. — *I failed my math class.* (g) You ***could have talked*** to your teacher. Or you ***could have asked*** Ann to help you with your math. Or I ***could have tried*** to help you.	***Should have*** (past form) gives "hindsight" advice.** The meaning in (f): *It was important for you to talk to the teacher, but you didn't do it. You made a mistake.* ***Could have*** (past form) offers "hindsight" possibilities. The meaning in (g): *You had the chance to do this or that. It was possible for this or that to happen. You missed some good opportunities.*

****Might*** (but not ***may***) can also be used to make suggestions (*You **might** talk to your teacher.*), but ***could*** is more common.

***Hindsight* refers to looking back at something after it happens.

☐ Exercise 41. Looking at grammar. (Chart 9-12)

Discuss Speaker B's and C's use of ***should*** and ***could***. What are the differences in meaning?

1. A: Ted doesn't feel good. He has a bad stomachache. What do you think he should do?
   B: He *should see* a doctor.
   C: Well, I don't know. He *could call* a doctor. He *could call* Dr. Sung. Or he *could call* Dr. Jones. Or he *could* simply *stay* in bed for a day and hope he feels better tomorrow.

2. A: I need to get to the airport.
   B: You *should take* the airport bus. It's cheaper than a taxi.
   C: Well, you *could take* the airport bus. Or you *could take* a taxi. Maybe Matt *could take* you. He has a car.

3. A: I took a taxi to the airport, and it cost me a fortune.
   B: You *should have taken* the airport bus.
   C: You *could have taken* the airport bus. Or maybe Matt *could have taken* you.

☐ Exercise 42. Let's write: pairwork. (Chapter 9)

Work with a partner. Write a letter to an advice columnist in a newspaper. Make up a personal problem for the columnist to solve. Then give your letter to another pair, who will write an answer.

Example letter:

Dear Annie,

My husband and my sister had an argument over a year ago, and they haven't spoken to each other since. My husband accused my sister of insulting him about his baldness. Then he told my sister that her hair looked like straw. He said he'd rather be bald than have that kind of hair. My sister insists on an apology. My husband refuses until she apologizes to him first.

The problem is that I'm planning a graduation party for my daughter. My husband insists that I not invite my sister. I tell him I have to invite her. He says he'll leave the party if my sister walks in the door. My daughter is very close to my sister and very much wants her to come to the celebration.

What should I do? I feel I must include my sister in the graduation party, but I don't want to anger my husband.

Yours truly,
Confused and Torn

Example response:

Dear Confused and Torn,

Tell your husband that this party is your daughter's time to have her whole family around her and that you're going to invite your sister to the family celebration. This is certainly a time he has to put his daughter's needs first.

And you should tell both your husband and your sister that it's time to get past their silly argument and act like grownups instead of ten-year-olds. You could offer to serve as an intermediary to get them together to apologize to each other. If you present a reasonable, adult way of handling the problem, they may start behaving like adults. Good luck.

Annie

Chapter 10

Modals, Part 2

☐ Exercise 1. Warm-up. (Chart 10-1)

A man walked into Ramon's apartment and stole his guitar. The thief accidentally left his hat in the apartment. A policewoman at the scene asks Ramon, "Whose hat is this?" How would he answer her question? Match Ramon's thoughts in Column A to his statements in Column B.

Column A	**Column B**
1. Ramon thinks the hat looks familiar, but he's not certain whose it is.	a. "It is Joe Green's hat."
2. Ramon thinks he recognizes the hat. He's almost sure he knows the owner.	b. "It could belong to Joe Green. It might be Al Goldberg's. Or it may belong to Mr. Perez across the hall."
3. Ramon has no doubts. He knows whose hat it is.	c. "It must be Joe Green's hat."

10-1 Degrees of Certainty: Present Time

— *Why isn't John in class?* **100% sure:** He ***is*** sick. **95% sure:** He ***must be*** sick. **50% sure or less:** He ***may be*** sick. / He ***might be*** sick. / He ***could be*** sick. NOTE: These percentages are approximate.	*Degree of certainty* refers to how sure we are — what we think the chances are — that something is true. If we are sure something is true in the present, we don't need to use a modal. For example, if I say, "John is sick," I am sure; I am stating a fact that I am sure is true. My degree of certainty is 100%.
— *Why isn't John in class?* (a) He ***must be*** sick. (Usually he is in class every day, but when I saw him last night, he wasn't feeling good. So my best guess is that he is sick today. I can't think of another possibility.)	***Must*** expresses a strong degree of certainty about a present situation, but the degree of certainty is still less than 100%. In (a): The speaker is saying, "Probably John is sick. I have evidence to make me believe that he is sick. That is my logical conclusion, but I do not know for certain."
— *Why isn't John in class?* (b) He ***may be*** sick. (c) He ***might be*** sick. (d) He ***could be*** sick. (I don't really know. He may be at home watching TV. He might be at the library. He could be out of town.)	***May***, ***might***, and ***could*** express a weak degree of certainty. In (b), (c), and (d): The meanings are all the same. The speaker is saying, "Perhaps, maybe,* possibly John is sick. I am only making a guess. I can think of other possibilities."

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*_**Maybe**_ (one word) is an adverb: ***Maybe** he is sick.* ***May be*** (two words) is a verb form: *He **may be** sick.*

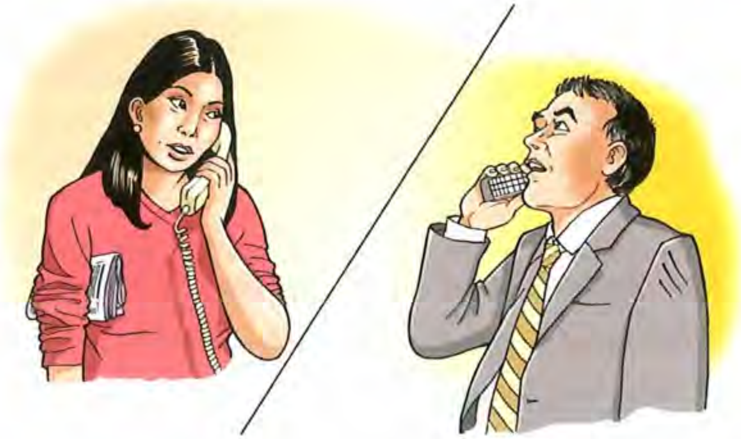
☐ **Exercise 2. Looking at grammar.** (Chart 10-1)

Complete the sentences by using ***must*** or ***may/might/could*** with the expressions in the list or your own words.

✓be very proud
be at a meeting
fit Jimmy
have the wrong number
miss them very much

1. A: I've heard that your daughter recently graduated from law school and that your son has gotten a scholarship to the state university. You ____must be very proud____ of them.
   B: We are.

2. A: Hello?
   B: Hello. May I speak to Ron?
   A: I'm sorry. You ____
   There's no one here by that name.



3. A: Where's Ms. Adams? She's not in her office.
   B: I don't know. She ______________________________, or maybe she's in the employee lounge.

4. A: This winter jacket is still in good shape, but Brian has outgrown it. Do you think it would fit one of your sons?
   B: Well, it's probably too small for Danny too, but it ______________________________

5. A: How long has it been since you last saw your family?
   B: More than a year.
   A: You ____

☐ Exercise 3. Let's talk. (Chart 10-1)

Make your best guess from the given information. Use ***must*** in your answers. Work in pairs, in small groups, or as a class.

Example:
SPEAKER A (*book open*): Alice always gets the best grades in the class. Why?
SPEAKER B (*book closed*): She must study hard. / She must be intelligent.

1. The students are yawning. Why?
2. Carol is shivering and has goose bumps. Why?
3. Lisa's stomach is growling. Why?
4. Bob is scratching his arm. Why?

(*Change roles if working in pairs.*)

5. The teacher is smiling. Why?
6. Mrs. Allen is crying. Why?
7. The fans are jumping up and down and clapping. Why?
8. Don't look at a clock. What time is it?

☐ Exercise 4. Let's talk. (Chart 10-1)

Answer the questions with ***I don't know*** + ***may/might/could***.

Example:
SPEAKER A (*book open*): Amy's grammar book isn't on her desk. Where is it?
SPEAKER B (*book closed*): I don't know. It may/might/could be in her backpack.

1. (*name of a student*) isn't in class today. Where is she/he?
2. Where does (*name of a student*) live?
3. What do you think I have in my briefcase/pocket/purse?
4. What kind of cell phone does our teacher have?
5. I can't find my pen. Do you know where it is?
6. How old do you think (*someone famous*) is?

☐ Exercise 5. Warm-up. (Chart 10-2)

Anna is checking some figures in her business records: 3,456 + 7,843 = 11,389. How certain is Anna in each of the sentences? Is she 100%, 99%, 95%, or 50% sure?

1. At first glance, she says to herself, "Hmmm. That *may not be* right."
2. Then she looks at it again and says, "That *must not be* right. 6 + 3 is 9, but 5 + 4 isn't 8."
3. So she says to herself, "That *couldn't be* right!"
4. Finally, she adds the figures herself and says, "That *isn't* right."

10-2 Degrees of Certainty: Present Time Negative

100% sure: Sam ***isn't*** hungry.

99% sure: Sam ***couldn't be*** hungry.
Sam ***can't be*** hungry.

95% sure: Sam ***must not be*** hungry.

50% sure or less: Sam ***may not be*** hungry.
Sam ***might not be*** hungry.

NOTE: These percentages are approximate.

(a) Sam doesn't want anything to eat. He ***isn't*** hungry. He told me his stomach is full. I heard him say that he isn't hungry. I believe him.	In (a): The speaker is sure that Sam is not hungry.
(b) Sam ***couldn't/can't be*** hungry. That's impossible. I just saw him eat a huge meal. He has already eaten enough to fill two grown men! Did he really say he'd like something to eat? I don't believe it.	In (b): The speaker believes that there is no possibility that Sam is hungry (but the speaker is not 100% sure). When used in the negative to show degree of certainty, ***couldn't*** and ***can't*** forcefully express the idea that the speaker believes something is impossible.
(c) Sam isn't eating his food. He ***must not be*** hungry. That's the only reason I can think of.	In (c): The speaker is expressing a logical conclusion, a "best guess."
(d) I don't know why Sam isn't eating his food. He ***may not/might not be*** hungry right now. Or maybe he doesn't feel well. Or perhaps he ate just before he got here. Who knows?	In (d): The speaker uses ***may not/might not*** to mention a possibility.

☐ **Exercise 6. Let's talk.** (Charts 10-1 and 10-2)
Answer the questions based on the speakers' opinions of the given situation.

SITUATION: Tim is talking about Ed and says, "Someone told me that Ed quit his job, sold his house, and moved to an island in the Pacific Ocean."

OPINIONS: **Lucy** says, "That *may not be* true."
Linda says, "That *must not be* true."
Hamid says, "That *can't be* true."
Rob says, "That *isn't* true."

1. Who is absolutely certain?
2. Who is almost certain?
3. Who has an open mind and hasn't decided?

☐ **Exercise 7. Let's talk.** (Chart 10-2)
Complete the sentences with your best guess. Work in pairs, in small groups, or as a class.

1. A: Yuko has flunked every test so far this semester.
   B: She must not . . . → *She must not study very hard.*
2. A: Who are you calling?
   B: Tarek. The phone is ringing, but there's no answer.
   A: He must not . . .

3. A: I'm trying to be a good host. I've offered Rosa a glass of water, a cup of coffee or tea, and a soft drink. She doesn't want anything.
   B: She must not . . .

4. A: I offered Mr. Chang some nuts, but he refused them. Then I offered him some candy, and he accepted.
   B: He must not . . .

5. A: Mrs. Garcia seems very lonely to me.
   B: I agree. She must not . . .

☐ Exercise 8. Let's talk: pairwork. (Chart 10-2)

Work with a partner. Give possible reasons for Speaker B's conclusions.

Example: A: Someone is knocking at the door. It might be Mary.
B: It couldn't be Mary.
(*Reason? Mary is in Moscow. / Mary went to a movie tonight. / Etc.*)

1. A: Someone left this wool hat here. I think it belongs to Alex.
   B: It couldn't belong to him. (*Reason?*)

2. A: Someone told me that Karen is in Norway.
   B: That can't be right. She couldn't be in Norway. (*Reason?*)

3. A: Look at that big animal. Is it a wolf?
   B: It couldn't be a wolf. (*Reason?*)

4. A: Someone told me that Marie quit her job.
   B: You're kidding! That can't be true. (*Reason?*)

☐ Exercise 9. Listening. (Charts 10-1 and 10-2)

Listen to the conversation and write the verbs you hear.

CD 1
Track 49

SITUATION: Tom and his young son Billy hear a noise on the roof.

TOM: I wonder what that noise is.

BILLY: It _______1_______ a bird.

TOM: It _______2_______ a bird. It's running across the roof. Birds _______3_______ across roofs.

BILLY: Well, some birds do. It _______4_______ a big bird that's running fast.

TOM: No, I think it _______5_______ some kind of animal. It _______6_______ a mouse.

BILLY: It sounds much bigger than a mouse. It _______7_______ a dragon!

TOM: Son, it _______8_______ a dragon. We don't have any dragons around here. They exist only in storybooks.

BILLY: It _______________ a little dragon that you don't know about. (9)

TOM: Well, I suppose it _______________ some kind of lizard. (10)

BILLY: _______________ look. (11)

TOM: That's a good idea.

BILLY: Guess what, Dad. It _____________ a rat! (12)

☐ Exercise 10. Let's talk: pairwork. (Charts 10-1 and 10-2)

Work with a partner. Create a dialogue based on the given situation. Role-play your dialogue for the class or a group of classmates.

SITUATION: You and your friend are at home. You hear a noise. You discuss the noise: What *may / might / could / must / may not / couldn't / must not* be the cause. Then you finally find out what is going on.

☐ Exercise 11. Warm-up. (Chart 10-3)

Decide which past modal in the list best completes each sentence. One of the modals is not appropriate for any of the sentences.

must have left couldn't have left should have left might have left

SITUATION: Jackie can't find her sunglasses.

1. Laura thinks it's possible that Jackie left them on the table at the restaurant. She says, "You ___________________________ them on the table at the restaurant, but I'm just guessing."
2. Sergio disagrees. He looked at everything on the table before they left and doesn't remember seeing her sunglasses there. He thinks it is impossible that Jackie left them there, so he says, "You ___________________________ them there. I'm sure they are somewhere else. Did you check your purse?"
3. Maya disagrees with Sergio. She remembers seeing the sunglasses on the table, so she says, "You ___________________________ them there. That's the only logical explanation I can think of."

10-3 Degrees of Certainty: Past Time

Past Time: Affirmative			
		— *Why wasn't Mary in class?*	
(a)	**100%:**	She *was* sick.	In (a): The speaker is sure.
(b)	**95%:**	She *must have been* sick.	In (b): The speaker is making a logical conclusion, e.g., "I saw Mary yesterday and found out that she was sick. I assume that is the reason why she was absent. I can't think of any other good reason."
(c)	**50% sure or less:**	She *may have been* sick. She *might have been* sick. She *could have been* sick.	In (c): The speaker is mentioning one possibility.
Past Time: Negative			
		— *Why didn't Sam eat?*	
(d)	**100%:**	Sam *wasn't* hungry.	In (d): The speaker is sure.
(e)	**99%:**	Sam *couldn't have been* hungry. Sam *can't have been* hungry.	In (e): The speaker believes that it is impossible for Sam to have been hungry.
(f)	**95%:**	Sam *must not have been* hungry.	In (f): The speaker is making a logical conclusion.
(g)	**50% sure or less:**	Sam *may not have been* hungry. Sam *might not have been* hungry.	In (g): The speaker is mentioning one possibility.

☐ Exercise 12. Looking at grammar. (Chart 10-3)

Use past modals to restate each sentence in parentheses. In some cases, more than one modal may be possible.

SITUATION 1: The doorbell rang, but I was in bed trying to take a nap. So I didn't get up. I wonder who it was.

1. *(Maybe it was a friend.)* It ___*may / might / could have been*___ a friend.

2. *(It's not possible that it was my next-door neighbor. He was at work.)*

   It ______________________________ my next-door neighbor.

3. *(I'm 95% sure it was a delivery person. There was a package outside my door when I got up.)*

   It ______________________________ a delivery person.

SITUATION 2: I sent my best friend a birthday present, but she never responded or thanked me. That's not like her. I wonder why I never heard from her.

4. *(She probably never got it. That's the only reason I can think of for her not responding to me.)*

   I believe she ______________________________ it.

5. *(My mother thinks it's possible that it got lost in the mail, but she's just guessing.)*

   My mother thinks it ______________________________ lost in the mail. I guess that's possible.

☐ Exercise 13. Let's talk. (Chart 10-3)

Make guesses using past modals.

SITUATION: Dan, David, Dylan, Dick, and Doug are all friends. One of them got engaged last night. Who do you think it is?

1. Dan had a huge argument with his girlfriend last night.
   → *It couldn't/must not have been Dan because he fought with his girlfriend last night.*
2. David met with his girlfriend's parents two nights ago.
3. Dylan invited his girlfriend to dinner and took a diamond ring with him.
4. Dick is going to wait to get married until he has a better job.
5. Doug isn't sure if he's ready for marriage. He thinks he's a little young to be a husband.

☐ Exercise 14. Let's talk or write. (Chart 10-3)

Give several answers for each question, orally or in writing.

1. In 1957 the first animal (Laika, a Russian dog) went into space. How do you think she felt? In 1961 the Russian cosmonaut Yuri Gagarin went into space. How do you think he felt?
2. A fire started in the city park around midnight. A large crowd of people had been there earlier watching a fireworks display. What do you think caused the fire?
3. While the Browns were away on vacation, the security alarm went off at their home. The police arrived and checked the house. No doors had been opened. No windows were broken. Everything looked normal. What do you think set it off? What don't you think set it off?

☐ Exercise 15. Let's talk. (Chart 10-3)

Speaker A asks a question, and Speaker B responds with ***may have/might have/could have***. Speaker A provides more information. This time, Speaker B responds with ***must have***. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A: Larry was absent yesterday afternoon. Where was he?
SPEAKER B: I don't know. He *may have* been at home. He *might have* gone to a movie. He *could have* decided to go to the zoo because the weather was so nice.
SPEAKER A: Then you overhear him say, "My sister's plane was late yesterday afternoon. I had to wait almost three hours." Now what do you think?
SPEAKER B: He *must have* gone to the airport to meet his sister's plane.

1. A TO B: Beth didn't stay home last night. Where did she go?
   A TO B: Now, what if you overhear her say . . . ?
2. A TO B: How did Claudio get to school today?
   A TO B: Now, what if you hear him say . . . ?
3. A TO B: Sami walked into class yesterday . . . .
   A TO B: Then you overhear him say . . . . Now what do you think?
4. A TO B: (*name of a classmate*) took a vacation in a warm . . . .
   A TO B: Now, what if you overhear him/her say . . . . Now what do you think?

☐ Exercise 16. Looking at grammar. (Charts 10-1 → 10-3)

Complete the dialogues with ***must*** and the verbs in parentheses. Use ***not*** if necessary.

1. A: Paula fell asleep in class this morning.
   B: She (*stay up*) ___must have stayed up___ too late last night.

2. A: Jim is eating everything in the salad but the onions. He's pushed all of the onions to the side of his plate.
   B: He (*like*) ______________________ onions.

3. A: Marco had to give a speech in front of 500 people.
   B: Whew! That's a big audience. He (*be*) ______________________ nervous.
   A: He was, but no one could tell.

4. A: What time is it?
   B: Well, we came at seven, and I'm sure we've been here for at least an hour. So it (*be*) ______________ around eight o'clock.

5. A: I met Ayako's husband at the reception. We said hello to each other, but when I asked him a question in English, he just smiled and nodded.
   B: He (*speak*) ______________________ much English.

6. A: Listen. Do you hear a buzzing sound in the kitchen?
   B: No, I don't hear a thing.
   A: You don't? Then something (*be*) ______________ wrong with your hearing.

7. A: You have a black eye! What happened?
   B: I walked into a door.
   A: Ouch! That (*hurt*) ______________________.

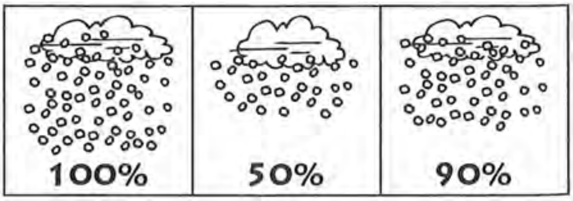
8. A: Who is your teacher?
   B: I think his name is Mr. Rock, or something like that.
   A: Mr. Rock? Oh, you (*mean*) __________________ Mr. Stone.

9. A: I grew up in a small town.
   B: That (*be*) ______________________ dull.
   A: It wasn't at all. You can't imagine the fun we had.

☐ Exercise 17. Warm-up. (Chart 10-4)

Match each sentence to the percentage it best describes.

1. We might get some snow tomorrow.
2. We will get some snow tomorrow.
3. We may get some snow tomorrow.
4. We should get some snow tomorrow.
5. We could get some snow tomorrow.



10-4 Degrees of Certainty: Future Time

100% sure:	Kay *will do* well on the test.	→ The speaker feels sure.
90% sure:	Kay *should do* well on the test. Kay *ought to do* well on the test.	→ The speaker is almost sure.
50% sure or less:	She *may do* well on the test. She *might do* well on the test. She *could do* well on the test.	→ The speaker is guessing.

(a) Kay has been studying hard. She *should do*/*ought to do* well on the test tomorrow.	***Should/ought to*** can be used to express expectations about future events. In (a): The speaker is saying, "Kay will probably do well on the test. I expect her to do well. That is what I think will happen."
(b) I wonder why Sue hasn't written us. We *should have heard* / *ought to have heard* from her last week.	The past form of ***should/ought to*** is used to mean that the speaker expected something that did not occur.

☐ Exercise 18. Looking at grammar. (Chart 10-4)

Complete the sentences with the speakers' names based on how certain they are.

SITUATION: Jan asked her roommates, "What time are you going to be home tonight?"
CERTAINTY: **Marco** feels 100% sure.
Linda is almost sure.
Ned doesn't know. He's guessing.

1. ________________ said, "I might be back by ten."
2. ________________ said, "I'll be home by eight."
3. ________________ said, "I should be here around nine."

☐ Exercise 19. Looking at grammar. (Charts 4-2, 10-1, and 10-4)

Complete the sentences with ***will***, ***should/ought to***, or ***must***. In some cases, more than one modal is possible. Discuss the meanings that the modals convey.*

1. Lots of people are standing in line to get into that movie. It ___*must*___ be good.
2. Let's go to the lecture tonight. It ___*should / ought to* OR *will*___ be interesting.
3. Look. Jack's car is in front of his house. He ________________ be at home. Let's stop and visit him.
4. A: Hello. May I speak to Elena?
   B: She isn't here right now, but she ________________ be home around nine or so.

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*COMPARE: ***Must*** expresses a strong degree of certainty about a present situation. (See Chart 10-1.) ***Should*** and ***ought to*** express a fairly strong degree of certainty about a future situation. (See Chart 10-4.) ***Will*** indicates that there is no doubt in the speaker's mind about a future event. (See Chart 4-2, p. 63.)

5. A: Who do you think is going to win the game tomorrow?
B: Well, our team has better players, so we ________________ win, but you never know. Anything can happen in sports.

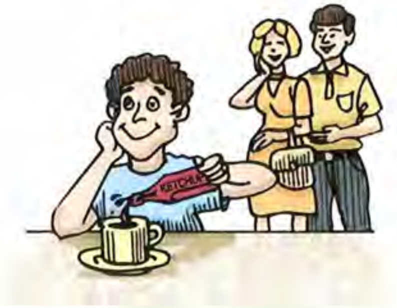
6. A: It's very important for you to be there on time.
B: I ________________ be there at seven o'clock. I promise!

7. A: Susie is yawning and rubbing her eyes.
B: She ____________________ be sleepy. Let's put her to bed early tonight.

8. A: Martha has been working all day. She left for work early this morning.
B: She ________________ be really tired tonight.

9. A: When's dinner?
B: We're almost ready to eat. The rice ________________ be done in five minutes.

10. Ed has been acting strangely lately. He ________________ be in love.



11. Hmmm. I wonder what's causing the delay. Ellen's plane ____________________ been here an hour ago.

12. I thought I had some money in my wallet, but I don't. I ____________________ spent it.

☐ Exercise 20. Looking at grammar. (Charts 10-1 → 10-4)

Complete the sentences based on the facts of each situation.

SITUATION 1: Someone's knocking at the door. I wonder who it is.
FACTS: **Ross** is out of town.
Fred called half an hour ago and said he would stop by this afternoon.
Alice is a neighbor who sometimes drops by in the middle of the day.

1. It must be ____*Fred*________.

2. It couldn't be ____*Ross*________.

3. I suppose it might be ____*Alice*________.

SITUATION 2: Someone ran into the tree in front of our house. I wonder who did it.

FACTS: **Stacy** has a car, and she was out driving last night.
Beth doesn't have a car and doesn't know how to drive.
Ron has a car, but I'm pretty sure he was at home last night.
Barb was out driving last night, and today her car has a big dent in the front.

4. It couldn't have been ________________.
5. It must not have been ________________.
6. It could have been ________________.
7. It must have been ________________.

SITUATION 3: There is a hole in the bread. It looks like something ate some of the bread. The bread was in a closed drawer until I opened it.

FACTS: **A mouse** likes to eat bread and often gets into drawers. In fact, we found one last week.
A cat can't open a drawer. And most cats don't like bread.
A rat can sometimes get into a drawer, but I've never seen one in our house.

8. It could have been ________________.
9. It couldn't have been ________________.
10. It must have been ________________.

SITUATION 4: My friends Mark and Carol were in the next room with my neighbor. I heard someone playing a very difficult piece on the piano.

FACTS: **Mark** has no musical ability at all and doesn't play any instrument.
Carol is an excellent piano player.
I don't think **my neighbor** plays the piano, but I'm not sure.

11. It couldn't have been ________________.
12. I suppose it could have been ________________.
13. It must have been ________________.

SITUATION 5: The meeting starts in fifteen minutes. I wonder who is coming.

FACTS: I just talked to **Bob** on the phone. He's on his way.
Stephanie rarely misses a meeting.
Andre comes to the meetings sometimes, and sometimes he doesn't.
Janet is out of town.

14. ________________ won't be at the meeting.
15. ________________ should be at the meeting.
16. ________________ will be here.
17. ________________ might come.

☐ Exercise 21. Listening. (Chapter 9 and Charts 10-1 → 10-4)

CD 1
Track 50

The spoken forms of some modals are often reduced. For example, ***may have gone*** may sound like "may-uv gone" or "may-uh gone." Listen for the spoken forms of modals and write the non-reduced forms of the words you hear.

Example: You will hear: You shouldn't have done that.
You will write: You ___shouldn't have done___ that.

What's wrong? Your parents look upset.

1. We ____________________ them.
2. We ____________________ them.
3. You ____________________ them.
4. You ____________________ to find out.
5. Maybe you ________________________ out so late.
6. You ________________________ a good excuse for being late.
7. You ____________________ them what you planned to do.
8. You ________________________ your behavior would cause problems.

☐ Exercise 22. Let's talk: pairwork. (Charts 10-1 → 10-4)

Work with a partner. Choose one of the given situations and complete the dialogue. Then present your dialogue to the rest of the class. Try to include modals in your conversation.

SITUATION 1: Your teacher is always on time, but today it is fifteen minutes past the time class begins, and he/she still isn't here. You try to figure out why he/she isn't here yet and what you should do.

A: Mr./Mrs./Ms.*/Miss/Dr./Professor (____) should have been here fifteen minutes ago. I wonder where he/she is. Why do you suppose he/she hasn't arrived yet?
B: I don't know . . . .
Etc.

SITUATION 2: The two of you are supposed to meet Anita and Pablo at the park for a picnic. You are almost ready to leave when the sky gets dark and the wind starts blowing very hard.

A: Is the picnic basket all packed?
B: Yes. Everything's ready.
A: Wow! Do you feel that wind?
B: Yeah, and look at the sky!
Etc.

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*In American English, a period is used with the abbreviations *Mr./Mrs./Ms.;* British English does not use a period with these abbreviations.

American: *Mr. Black/Mrs. Green/Ms. Brown*
British: *Mr Black/Mrs Green/Ms Brown*

SITUATION 3: It is late at night. The roads are icy. Your eighteen-year-old son, who had gone to a party with some friends, was supposed to be home an hour ago. (The two of you are either a married couple or a parent and his/her friend.) You are getting worried. You are trying to figure out where he might be, what might or must have happened, and what you should do, if anything.

A: It's already ____ o'clock and ____ isn't home yet. I'm getting worried.
B: So am I. Where do you suppose he is?
Etc.

☐ **Exercise 23. Warm-up.** (Chart 10-5)
Do the verbs in blue express the idea that something is (or may be) in progress right now, at the time of speaking? Circle *yes* or *no.*

	IN PROGRESS?	
1. Grandpa takes a nap every afternoon.	yes	no
2. Grandpa may take a nap this afternoon.	yes	no
3. Shhh. Grandpa is taking a nap.	yes	no
4. Shhh. Grandpa may be taking a nap.	yes	no

10-5 Progressive Forms of Modals

(a) Let's just knock on the door lightly. Tom *may be sleeping.* (*right now*) (b) All of the lights in Ann's room are turned off. She *must be sleeping.* (*right now*)	Progressive form, present time: *modal* + **be** + **-ing** Meaning: *in progress right now*
(c) Sue wasn't at home last night when we went to visit her. She *might have been studying* at the library. (d) Joe wasn't at home last night. He has a lot of exams coming up soon, and he is also working on a term paper. He *must have been studying* at the library.	Progressive form, past time: *modal* + **have been** + **-ing** Meaning: *in progress at a time in the past*

☐ **Exercise 24. Looking at grammar.** (Chart 10-5)
Complete the sentences. Use the appropriate progressive forms of ***must***, ***should***, or ***may/might/could*** and the verbs in parentheses.

1. A: Look. Those people who are coming in the door are carrying wet umbrellas.
   B: It (*rain*) *must be raining*.
2. A: Why is Margaret in her room?
   B: I don't know. She (*do*) *may / might / could be doing* her homework.
3. A: Do you smell smoke?
   B: I sure do. Something (*burn*) ____________ in the kitchen.

4. A: The line's been busy for over an hour. Who do you suppose Julio is talking to?
   B: I don't know. He (*talk*) ______________________ to his parents. Or he (*talk*) ______________________ to his sister in Chicago.

5. A: What's all that noise upstairs? It sounds like a herd of elephants.
   B: The children (*play*) ______________________ some kind of game.
   A: That's what it sounds like to me too. I'll go see.

6. A: I need to call Howard. Do you know which hotel he's staying at in Boston?
   B: Well, he (*stay*) ______________________ at the Hilton, but I'm not sure. He (*stay*) ______________________ at the Holiday Inn.

7. A: What are you doing?
   B: I'm writing a letter to a friend, but I (*study*) ______________________. I have a test tomorrow.

8. A: Did you know that Majid just quit school and is hitchhiking to Alaska?
   B: What? You (*joke*) ______________________?

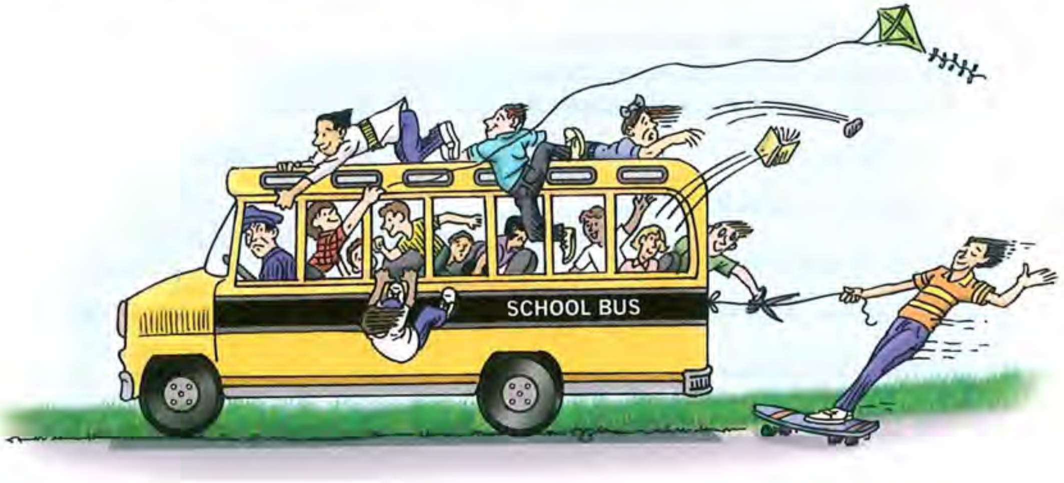
9. A: Did Joe mean what he said about Majid yesterday?
   B: I don't know. He (*joke*) ______________________ when he said that, but who knows?

10. A: Did Joe really mean what he said yesterday?
    B: No, I don't think so. I think he (*joke*) ______________________.

☐ Exercise 25. Let's talk. (Chart 10-5)

Discuss what the students on the bus ***should*** and ***should not be doing***.

Example: The student in the middle of the bus ***shouldn't be climbing*** *out of the window to the top of the bus.*



☐ **Exercise 26. Looking at grammar.** (Charts 9-8 and 10-1 → 10-5)

Complete each sentence with the appropriate form of the words in parentheses. Add ***not*** if necessary.

1. Alex has a test tomorrow that he needs to study for. He (*should* + *watch*) ___shouldn't be watching___ TV right now.

2. There's Mr. Chang. He's standing at the bus stop. He (*must* + *wait*) ________________ for the two o'clock bus.

3. Kathy lost her way while driving to River City. She (*should* + *leave*) ________________ her road map at home.

4. My leather jacket isn't in my closet. I think my roommate (*might* + *borrow*) ________________ it. He often borrows my clothes without asking me.

5. When I walked into the room, the TV was on, but the room was empty. Dad (*must* + *watch*) ________________ TV a short while before I came into the room. He (*must* + *forget*) ________________ to turn it off before he left the room.

6. A: Why wasn't Mai at the meeting last night?
   B: She (*may* + *attend*) ________________ the lecture at Shaw Hall. I know she really wanted to hear the speaker.

7. A: Where's that cold air coming from?
   B: Someone (*must* + *leave*) ________________ the door open.

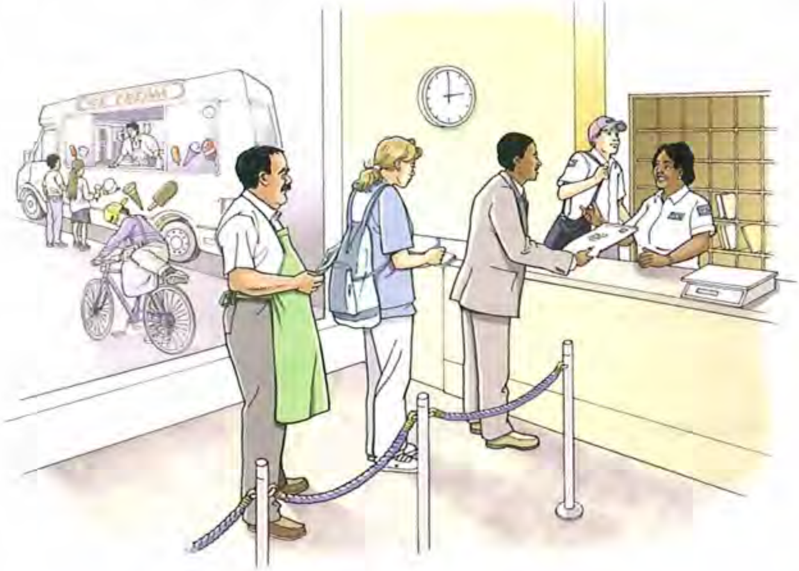
8. A: Where's Jessica? I haven't seen her for weeks.
   B: I'm not sure. She (*might* + *travel*) ________________ in Europe. I think I heard her mention something about spending a few weeks in Europe this spring.

9. A: When I arrived, Tarek looked surprised.
   B: He (*must* + *expect*) ________________ you.

10. A: Why didn't Roberto answer the teacher when she asked him a question?
    B: He was too busy staring out the window. He (*must* + *daydream*) ________________. He (*should* + *pay*) ________________ attention. He (*should* + *stare*) ________________ out the window during class.

☐ Exercise 27. Let's talk or write. (Charts 10-1 → 10-5)

Discuss and/or write about the people and activities in the picture. Include any factual information you can get from the picture and make guesses about the people: their ages, occupations, activities, etc.



☐ Exercise 28. Let's talk. (Charts 10-1 → 10-5)

A man and woman are sitting at a table having a conversation. In pairs or small groups, make guesses about the two people and what's happening. What possibilities can you think of? Answer the questions and add your own to the discussion.

MAN: I don't think you should do this alone.
WOMAN: But you don't understand. I have to.
MAN: Let me go with you. (*taking out his wallet*) Just give me a minute to pay the bill.
WOMAN: No, I'll be fine.
MAN: You must let me help.
WOMAN: There's nothing you can do. (*standing*) This is something I need to do for myself.
MAN: Okay. If that's the way you want it.
WOMAN: (*leaving*) I'll call you.

1. Where are the man and woman?
2. Who are they? What is their relationship?
3. Where's the woman going?
4. Why does she want to go alone?
5. Why does the man want to go with her?

☐ Exercise 29. Looking at grammar. (Charts 10-1 → 10-5)

Choose the best completion for each sentence.

1. — Is Jeff a good student?
   — He _____. I don't know him well, but I heard he got a scholarship for next year.
   [✓ a. must be] b. could be c. is

2. — Do you know where Eva is?
   — She _____ at Barbara's house. She said something about wanting to visit after work today, but I'm really not sure.
   a. must be b. could be c. is

3. — I stayed up all night finishing this report for the boss.
   — You _____ really tired.
   — I do.
   a. must feel b. might feel c. feel

4. — Where's the leftover chicken from dinner last night?
   — I just saw it when I got some ice cubes. It _____ in the freezer.
   a. must be b. might be c. is

5. — It's supposed to rain tomorrow.
   — I know, but the forecast _____ wrong. Weather forecasts are far from 100 percent accurate.
   a. must be b. could be c. is

6. — I heard that Junko has received a scholarship and will be able to attend the university in the fall.
   — Wonderful! That's good news. She _____ very happy to have the matter finally settled.
   a. must be b. may be c. is

7. — Excuse me. Could you tell me which bus I should take to get to City Hall?
   — Hmmm. Bus number 63 _____ there. But you'd better ask the driver.
   a. must go b. might go c. goes

8. — Which bus should I take to get to the main post office?
   — Bus number 39. It _____ right to the post office.
   a. must go b. could go c. goes

9. — Do you suppose Mrs. Chu is sick?
   — She _____. I can't think of anything else that would have kept her from coming to this meeting.
   a. must be b. may be c. is

10. — Is that Adam's brother standing with him in the cafeteria line?
    — It _____, I suppose. He does look a little like Adam.
    a. must be b. could be c. is

11. — Let's be really quiet when we go into the baby's room. The baby _____, and we don't want to wake her up.
— Okay.
a. might sleep b. might be sleeping c. might have been sleeping

12. — I wonder why the radio is on in the den. No one's in there.
— Grandma _____ to turn it off. She was in the den earlier and was probably listening to it.
a. must forget b. must have forgotten c. must be forgetting

☐ Exercise 30. Warm-up. (Chart 10-6)

Which sentence expresses

a. a physical ability?
b. an acquired skill?
c. possibility?
d. permission?

1. _____ Isabel can play chess very well.
2. _____ Yes, Ben, you can go outside to play, but be back before dinner.
3. _____ Dogs can hear higher-pitched sounds than humans can.
4. _____ I'm free for lunch tomorrow. I can meet you at the café around noon if you'd like.

10-6 Ability: *Can* and *Could*

(a) Tom is strong. He *can lift* that heavy box. (b) I *can see* Central Park from my apartment.	***Can*** is used to express physical ability, as in (a). ***Can*** is frequently used with verbs of the five senses: *see, hear, feel, smell, taste*, as in (b).
(c) Maria *can play* the piano. She's been taking lessons for many years.	***Can*** is used to express an acquired skill. In (c): *can play* = *knows how to play.*
(d) You *can buy* a hammer at the hardware store.	***Can*** is used to express possibility. In (d): *you can buy* = *it is possible for one to buy.*
COMPARE: (e) I'm not quite ready to go, but you *can leave* if you're in a hurry. I'll meet you later. (f) When you finish the test, you *may leave.*	***Can*** is used to give permission in informal situations, as in (e). In formal situations, ***may*** rather than ***can*** is usually used to give permission, as in (f).
(g) Dogs *can bark*, but they *cannot/can't talk.*	Negative form: ***cannot*** or ***can't***
(h) Tom *could lift* the box, but I *couldn't.*	The past form of ***can*** meaning "ability" is ***could***, as in (h). Negative form: ***could not*** or ***couldn't***

☐ **Exercise 31. Listening.** (Chart 10-6)

CD 1
Track 51

In spoken English, ***can*** is typically unstressed and pronounced /kən/. ***Can't*** is unstressed and is usually pronounced /kænt/ although the "t" is often not heard. Listen to the sentences and write the words you hear.*

1. The secretary ____________ help you.
2. My mother ____________ speak English.
3. My friend ____________ meet you at the airport.
4. Mr. Smith ____________ answer your question.
5. We ____________ come to the meeting.
6. ____________ you come?**
7. You ____________ take that course.
8. I ____________ cook.
9. I ____________ drive a stick-shift car.
10. Our son ____________ count to ten.

☐ **Exercise 32. Let's talk.** (Charts 10-4 and 10-6)

Make sentences, answer questions, and/or discuss meanings as suggested in each item. Work in pairs, in small groups, or as a class.

1. Name a physical ability that you have and a physical ability you don't have. Name an acquired skill that you have and an acquired skill you don't have.
2. There's no class tomorrow. What can you do tomorrow? What may/might you do tomorrow? What are you going to do tomorrow?
3. What are the possible ways you can get to school? What are the possible ways you may get to school tomorrow?
4. What is the difference in the use of ***can*** and ***may*** in the following?
   a. Sure! You can borrow five dollars from me. You can pay me back later.
   b. You may pay the bill either in person or by mail.
5. Compare the following using ***can*** and ***can't:*** people and animals; adults and children; women and men.
6. Plan your next vacation and describe what you may do on your vacation; what you can do on your vacation; and what you will do on your vacation.
7. What is something you could do as a child that you can't do now?

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*Sometimes even native speakers have difficulty in distinguishing between ***can*** and ***can't***. Also, British and American pronunciations of ***can't*** are different. British: ***can't*** = /kant/ (cawhnt). American: ***can't*** = /kænt/ (rhymes with *rant*).

**NOTE: "t" + "you" = "chu" (*can't you* = /kænču/).

☐ Exercise 33. Let's listen and talk. (Charts 10-1 → 10-6)

CD 1
Track 52

Listen to the short talk on human behavior with your book closed. Then open your book and answer the questions.

1. Who did the researcher talk to first?
2. Who did the researcher talk to later?
3. What three questions did the researcher ask each group?
4. How many people in the first group answered "yes" to the questions about their ability to dance, sing, and draw?
5. What differences were there in the answers of the first group and the second group?
6. What do you think explains these differences?

☐ Exercise 34. Warm-up. (Chart 10-7)

Are the meanings of the two sentences the same or different?

1. When I was a child, I used to play in the street with the other children.
2. When I was a child, I would play in the street with the other children.

10-7 Using *Would* to Express a Repeated Action in the Past

(a) When I was a child, my father *would read* me a story at night before bedtime. (b) When I was a child, my father *used to read* me a story at night before bedtime.	***Would*** can be used to express *an action that was repeated regularly in the past.* When ***would*** is used to express this idea, it has the same meaning as ***used to*** (*habitual past*). Sentences (a) and (b) have the same meaning.
(c) I *used to live* in California. He *used to be* a Boy Scout. They *used to have* a Ford.	***Used to*** expresses *a situation that existed in the past*, as in (c). In this case, ***would*** may not be used as an alternative. ***Would*** is used only for regularly repeated *actions* in the past.

☐ Exercise 35. Looking at grammar. (Chart 10-7)

Use ***would*** and the words in parentheses to express a repeated action in the past. Use ***used to*** to express a past situation.

1. I (*be*) *used to be* very shy. Whenever a stranger came to our house, I (*hide*) *would hide* in a closet.

2. I remember my Aunt Susan very well. Every time she came to our house, she (*give*) ____________ me a big kiss and pinch my cheek.

3. Illiteracy is still a problem in my country, but it (*be*) ____________ much worse.

4. I (*be*) ____________ afraid of flying. My heart (*start*) ____________ pounding every time I stepped on a plane. But now I'm used to flying and enjoy it.

5. When I was a child, I (*take*) _______________ a flashlight to bed with me so that I could read comic books without my parents knowing about it.

6. My sister (*live*) _______________ in Montana, and when I visited her, we (*go*) _______________ on weeklong backpacking trips in the mountains. Every morning, we (*wake*) _______________ up to the sound of singing birds. During the day, we (*hike*) _______________ through woods and along mountain streams. Often we (*see*) _______________ deer. Once we saw a bear, but it went off in the opposite direction.

7. I (*be*) _______________ an anthropology major. Once, I was a member of an archeological expedition. Every morning, we (*get*) _______________ up before dawn. After breakfast, we (*spend*) _______________ our entire day in the field. Sometimes one of us (*find*) _______________ a particularly interesting item, perhaps an arrowhead or a piece of pottery. When that happened, other members of the group (*gather*) _______________ around to see what had been unearthed.

☐ **Exercise 36. Warm-up.** (Chart 10-8)

Answer the questions. Use ***would rather*** and complete sentences.

1. You are at school right now. Where would you rather be?
2. What would you rather do than go to class?
3. What did you do last night? What would you rather have done?
4. What are you doing right now? What would you rather be doing?

10-8 Expressing Preference: *Would Rather*

(a) I *would rather go* to a movie tonight *than study* grammar. (b) I*'d rather study* history *than (study)* biology.	***Would rather*** expresses preference. In (a): Notice that the simple form of a verb follows both ***would rather*** and ***than***. In (b): If the verb is the same, it usually is not repeated after ***than***.
— *How much do you weigh?* (c) I*'d rather not tell* you.	Contraction: ***I would*** = ***I'd*** Negative form: ***would rather*** + ***not***
(d) The movie was okay, but I *would rather have gone* to the concert last night.	The past form: ***would rather have*** + *past participle.* Usual pronunciation: "I'd rather-əv"
(e) I*'d rather be lying* on a beach in India than *(be) sitting* in class right now.	Progressive form: ***would rather*** + ***be*** + ***-ing***

☐ Exercise 37. Looking at grammar. (Chart 10-8)

Complete the sentences with ***would rather*** and your own words.

1. A: Do you want to go to the concert tonight?
   B: Not really. I ______________________________
2. A: Did you go to the concert last night?
   B: Yes, but I ______________________________
3. A: What are you doing right now?
   B: I'm studying grammar, but I ______________________________
4. A: I ____________________ than ____________________
   B: Not me. I ____________________ than ____________________

☐ Exercise 38. Let's talk: interview. (Chart 10-8)

Interview your classmates. Begin each question with ***Would you rather***.

Would you rather . . .

1. go to Paris, Cairo, or Bogota? Why?
2. see a movie, a play, or an opera? Why?
3. use a bike, a motorcycle, or a car for transportation? Why?
4. prepare your own meals, have someone at home prepare them, or eat out? Why?
5. be playing soccer, shopping for clothes, or feeding birds in the park today? Why?
6. have been born in an earlier century? Why?
7. be swimming at a beach or pool right now or doing this interview? Why?

☐ Exercise 39. Warm-up. (Chart 10-9)

Check (✓) each correct sentence.

1. ____ I will can stay late at the office today.
2. ____ I will be able stay late today.
3. ____ I may have to stay late today.
4. ____ I may be able to stay late today.
5. ____ I will have to stay late today.
6. ____ I'm going to have to stay late today.

10-9 Combining Modals with Phrasal Modals

(a) INCORRECT: Janet will ~~can~~ help you tomorrow.	A modal cannot be immediately followed by another modal. In (a): The modal ***will*** cannot be followed by ***can***, which is another modal.
(b) Janet *will be able to* help you tomorrow. (c) You *will have to* pick her up at her home.	A modal can, however, be followed by the phrasal modals ***be able to*** and ***have to***. In (b): The modal ***will*** is correctly followed by the phrasal modal ***be able to***.
(d) Tom *isn't going to be able to* help you tomorrow.	It is also sometimes possible for one phrasal modal to follow another phrasal modal. In (d): ***be going to*** is followed by ***be able to***. This form is more common in negatives and questions.

☐ **Exercise 40. Looking at grammar.** (Chart 10-9)

Complete the sentences with the words in *italics*.

1. *be able to \ you \ get \ will*

   What time ______________________________ here?

2. *have to \ take \ be going to*

   You ______________________________ algebra again next year if you don't pass the course this year.

3. *be able to \ attend \ be going to \ not*

   I ______________________________ my friend Jess's wedding next month due to a previously scheduled business trip.

☐ **Exercise 41. Looking at grammar.** (Chart 10-9)

Complete the sentences with the verb phrases in the list. In some cases, more than one completion may be possible. Discuss the differences in meaning.

have to be able to
should not have to
✓not be going to be able to
must not have been able to
would rather not have to

1. My schedule is completely full for the next few weeks. I *'m not going to be able to* ______ meet with you until the end of the month.

2. You need to see a doctor you feel comfortable talking to. It's important that she knows how you feel. You ______________________________ tell her exactly how you're feeling.

3. Jill just called from work. She sounded upset, but she won't tell me what's wrong. She was planning to ask her supervisor for a raise today. I bet that's the problem. She ______________________________ get the raise.

4. Let's get to the movie a little late. I don't mind if we miss the previews. It's freezing outside, and I ______________________________ stand in a long line outdoors until the movie begins.

5. Children, this room is a mess! I am not going to tell you again to clean it up. Really, I ______________________________ tell you this more than once!

10-10 Summary Chart of Modals and Similar Expressions

Auxiliary	**Uses**	**Present/Future**	**Past**
may	(1) polite request (only with "I" or "we")	*May* I *borrow* your pen?	
	(2) formal permission	You *may leave* the room.	
	(3) 50% or less certainty	— *Where's John?* He *may be* at the library.	He *may have been* at the library.
might	(1) 50% or less certainty	— *Where's John?* He *might be* at the library.	He *might have been* at the library.
	(2) polite request (*rare*)	*Might* I *borrow* your pen?	
should	(1) advisability	I *should study* tonight.	I *should have studied* last night, but I didn't.
	(2) 90% certainty (*expectation*)	She *should do* well on the test tomorrow.	She *should have done* well on the test.
ought to	(1) advisability	I *ought to study* tonight.	I *ought to have studied* last night, but I didn't.
	(2) 90% certainty (*expectation*)	She *ought to do* well on the test tomorrow.	She *ought to have done* well on the test.
had better	(1) advisability with threat of bad result	You *had better be* on time, or we will leave without you.	(*past form uncommon*)
be supposed to	(1) expectation	Class *is supposed to begin* at 10:00.	
	(2) unfulfilled expectation		Class *was supposed to begin* at 10:00, but it began at 10:15.
must	(1) strong necessity	I *must go* to class today.	(I *had to go* to class yesterday.)
	(2) prohibition (*negative*)	You *must not* open that door.	
	(3) 95% certainty	Mary isn't in class. She *must be* sick.	Mary *must have been* sick yesterday.
have to	(1) necessity	I *have to go* to class today.	I *had to go* to class yesterday.
	(2) lack of necessity (*negative*)	I *don't have to go* to class today.	I *didn't have to go* to class yesterday.
have got to	(1) necessity	I *have got to go* to class today.	(I *had to go* to class yesterday.)
will	(1) 100% certainty	He *will be* here at 6:00.	
	(2) willingness	— *The phone's ringing.* I*'ll get* it.	
	(3) polite request	*Will* you please help me?	
be going to	(1) 100% certainty (*prediction*)	He *is going to be* here at 6:00.	
	(2) definite plan (*intention*)	I*'m going to paint* my bedroom.	
	(3) unfulfilled intention		I *was going to paint* my room, but I didn't have time.

Auxiliary	Uses	Present/Future	Past
can	(1) ability/possibility	I *can run* fast.	I *could run* fast when I was a child, but now I can't.
	(2) informal permission	You *can use* my car tomorrow.	
	(3) informal polite request	*Can* I *borrow* your pen?	
	(4) impossibility (*negative only*)	That *can't be* true!	That *can't have been* true!
could	(1) past ability		I *could run* fast when I was a child.
	(2) polite request	*Could* I *borrow* your pen? *Could* you *help* me?	
	(3) suggestion (*affirmative only*)	*— I need help in math.* You *could talk* to your teacher.	You *could have talked* to your teacher.
	(4) 50% or less certainty	*— Where's John?* He *could be* at home.	He *could have been* at home.
	(5) impossibility (*negative only*)	That *couldn't be* true!	That *couldn't have been* true!
be able to	(1) ability	I *am able to help* you. I *will be able to help* you.	I *was able to help* him.
would	(1) polite request	*Would* you please *help* me? *Would* you *mind* if I left early?	
	(2) preference	I *would rather go* to the park than *stay* home.	I *would rather have gone* to the park.
	(3) repeated action in the past		When I was a child, I *would visit* my grandparents every weekend.
	(4) polite for "want" (with "like")	I *would like* an apple, please.	
	(5) unfulfilled wish		I *would have liked* a cookie, but there were none in the house.
used to	(1) repeated action in the past.		I *used to visit* my grandparents every weekend.
	(2) past situation that no longer exists		I *used to live* in Spain. Now I live in Korea.
shall	(1) polite question to make a suggestion	*Shall* I *open* the window?	
	(2) future with *I* or *we* as subject	I *shall arrive* at nine. ("will" = more common)	

NOTE: The use of modals in reported speech is discussed in Chart 12-7, p. 261. The use of modals in conditional sentences is discussed in Chapter 20.

❑ Exercise 42. Let's talk. (Chapters 9 and 10)

Discuss the differences in meaning, if any, in each group of sentences. Describe situations in which these sentences might be used. Work in pairs, in small groups, or as a class.

1. a. May I use your phone?
   b. Could I use your phone?
   c. Can I use your phone?

2. a. You should take an English course.
   b. You ought to take an English course.
   c. You're supposed to take an English course.
   d. You must take an English course.

3. a. You should see a doctor about that cut on your arm.
   b. You had better see a doctor about that cut on your arm.
   c. You have to see a doctor about that cut on your arm.

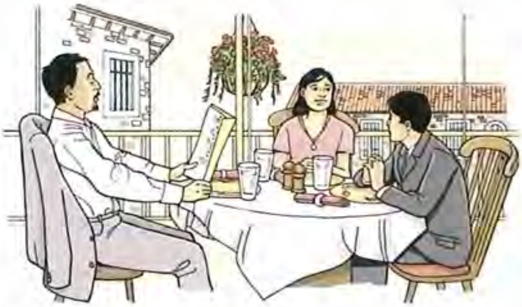
4. a. You must not use that door.
   b. You don't have to use that door.

5. a. I will be at your house by six o'clock.
   b. I should be at your house by six o'clock.

6. — *There is a knock at the door. Who do you suppose it is?*
   a. It might be Wendy.
   b. It may be Wendy.
   c. It could be Wendy.
   d. It must be Wendy.

7. — *There's a knock at the door. I think it's Ibrahim.*
   a. It may not be Ibrahim.
   b. It couldn't be Ibrahim.
   c. It can't be Ibrahim.

8. a. The family in the picture must be at a restaurant.
   b. The family in the picture are at a restaurant.



9. — *Where's Jeff?*
   a. He might have gone home.
   b. He must have gone home.
   c. He had to go home.

10. a. Each student should have health insurance.
    b. Each student must have health insurance.

11. a. If you're having a problem, you could talk to Mrs. Ang.
    b. If you're having a problem, you should talk to Mrs. Ang.
    c. If you're having a problem, you should have told Mrs. Ang.
    d. If you're having a problem, you could have told Mrs. Ang.

☐ Exercise 43. Looking at grammar. (Chapters 9 and 10)

Use a modal or phrasal modal with each verb in parentheses. More than one auxiliary may be possible. Use the one that seems most appropriate to you and explain why.

1. It looks like rain. We (*shut*) ___should / had better / ought to shut___ the windows.

2. Anya, (*you, hand*) ______________ me that dish? Thanks.

3. Spring break starts on the thirteenth. We (*go, not*) ______________ to classes again until the twenty-second.

4. The baby is only a year old, but she (*say, already*) ______________ a few words.

5. In the United States, elementary education is compulsory. All children (*attend*) ______________ six years of elementary school.

6. There was a long line in front of the theater. We (*wait*) ______________ almost an hour to buy our tickets.

7. A: I'd like to go to a warm, sunny place next winter. Any suggestions?
   B: You (*go*) ______________ to Hawaii or Mexico. Or how about Indonesia?

8. A: Mrs. Wilson got a traffic ticket. She didn't stop at a stop sign.
   B: That's surprising. Usually she's a very cautious driver and obeys all the traffic laws. She (*see, not*) ______________ the sign.

9. A: This is Steve's laptop, isn't it?
   B: It (*be, not*) ______________ his. He doesn't have a laptop computer, at least not that I know of. It (*belong*) ______________ to Jana or to Mindy. They sometimes bring their laptops to class.

10. In my country, a girl and boy (*go, not*) ______________ out on a date unless they are accompanied by a chaperone.

11. Jimmy was serious when he said he wanted to be a cowboy when he grew up. We (*laugh, not*) ______________ at him. We hurt his feelings.

12. A: This is a great open-air market. Look at all this wonderful fresh fish! What kind of fish is this?
    B: I'm not sure. It (*be*) ______________ salmon. Let's ask.

☐ Exercise 44. Listening. (Chapters 9 and 10)

CD 1
Track 53

Listen to each situation and choose the statement (a. or b.) you would most likely say. In some cases, both answers may be possible.

Example: You will hear: It's almost 5:00. Peter's mom will be home soon. She told him to clean his room today, but it's still a mess. She's going to be really mad.

You will choose: a. He might clean it up right away.
[✓ b.] He'd better clean it up right away.

1. a. He should have come.
   b. He must have come.

2. a. I am supposed to go to the mall and shop.
   b. I would rather lie in the sun and read a novel.

3. a. He may have gotten caught in traffic.
   b. He ought to have called by now.

4. a. He's not going to be able to go to work for a few days.
   b. He might not have to go to work today.

5. a. She could have been daydreaming.
   b. She must have been daydreaming.

☐ Exercise 45. Check your knowledge. (Chapters 9 and 10)

Correct the errors.

1. If you have a car, you can traveled around the United States.
2. During class the students must to sit quietly.
3. When you send for the brochure, you should included a self-addressed, stamped envelope.
4. A film director must has control over every aspect of a movie.
5. When I was a child, I can climb to the roof of my house and saw all the other houses and streets.
6. We need to reschedule. I won't can see you at the time we scheduled for tomorrow.
7. I used to break my leg in a soccer game three months ago.
8. May you please help me with this?
9. Many students would rather to study on their own than going to classes.
10. We supposed to bring our books to class every day.
11. You can having a very good time as a tourist in my country. My country has many different climates, so you have better plan ahead before you came.

12. When you visit a big city in my country, you must to be paying attention to your wallet when you are in a crowded place because a thief maybe try to steal it.

☐ **Exercise 46. Let's talk: pairwork.** (Chapters 9 and 10)
Work with a partner. Complete the dialogues with your own words.

Example:
SPEAKER A: Why don't we . . . *go to Luigi's Restaurant for lunch?*
SPEAKER B: Thanks, but I can't. I have to . . . *stay and finish this report during lunchtime.*
SPEAKER A: That's too bad.
SPEAKER B: I should have . . . *come early this morning to finish it,* but I couldn't. I had to . . . *drop my daughter off at school and meet with her teacher.*

1. A: I . . . .
   B: You shouldn't have done that!
   A: I know, but . . . .
   B: Well, why don't . . . ?

2. A: Did you hear the news? We don't have to . . . .
   B: Why not?
   A: . . . .

3. A: Whose . . . ?
   B: I don't know. It . . . , or it . . . .
   A: Can . . . ?
   B: I'll try.

4. A: Did . . . ?
   B: I would have liked to, but I . . . .

5. A: I heard that . . . .
   B: That can't be true! She couldn't . . . .
   A: Oh? Why not? Why do you say that?
   B: Because . . . .

6. A: Did you have to . . . ?
   B: Yes.
   A: Are you going to have to do the same tonight?
   B: I think so. So I'm probably not going to be able to . . . .
   But I might be able to . . . .

7. A: I don't want . . . .
   B: Well, you'd better . . . , or . . . .
   A: I know, but . . . .

☐ **Exercise 47. Let's talk.** (Chapters 9 and 10)
In small groups, debate one, some, or all of the given statements. At the end of the discussion time, choose one member of your group to summarize for the rest of the class the main ideas expressed during your discussion.

Do you agree with these statements? Why or why not?

1. Violence on television influences people to act violently.
2. Cigarette smoking should be banned from all public places.
3. Books, films, and news should be censored by government agencies.
4. People of different religions should not marry.
5. People shouldn't marry until they are at least 25 years old.
6. All nuclear weapons in the possession of any nation should be destroyed.
7. All people of the world should speak the same language.

☐ Exercise 48. Let's write or talk. (Chapters 9 and 10)

Write a short paragraph on one or more of the given topics or discuss some of them in small groups or as a class.

Topics:

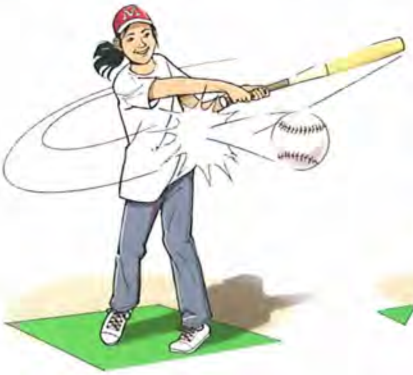
1. Write about when, where, and why you should (or should not) have done something in your life.
2. Write about a time in your life when you did something you did not want to do. Why did you do it? What could you have done differently? What should you have done? What would you rather have done?
3. Look at your future. What will, might, or should it be like? Write about what you should, must, or can do now in order to make your life what you want it to be.
4. Write about one embarrassing incident in your life. What could, should, or might you have done to avoid it?
5. Look at the world situation and the relationships between nations. What could, should (or should not), must (or must not) be done to promote peace?
6. Choose one of the environmental problems we are facing today. What could, should, may, must, or might be done to solve this problem?

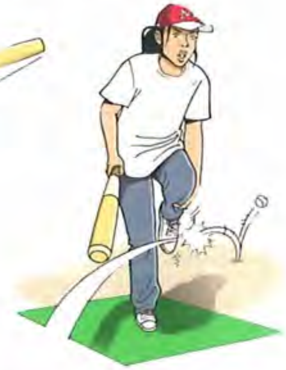
Chapter 11

The Passive

☐ **Exercise 1. Warm-up.** (Chart 11-1)
Match the sentences to the pictures. Which sentence is grammatically incorrect?

1. The girl hit the ball.
2. The ball was hit by the girl.
3. The girl was hit by the ball.
4. The ball hit the girl.
5. The girl was hitting the ball.
6. The girl was hit the ball.


Picture A


Picture B

11-1 Active vs. Passive

subject verb object Active: (a) Mary *helped* the boy. subject verb Passive: (b) The boy *was helped* by Mary.	In the passive, *the object* of an active verb becomes *the subject* of the passive verb: ***the boy*** in (a) becomes the subject of the passive verb in (b). Notice that the subject of an active verb follows ***by*** in a passive sentence. The noun that follows ***by*** is called the "agent." In (b): ***Mary*** is the agent. Sentences (a) and (b) have the same meaning.
Passive: ***be*** + *past participle* (c) He *is* *helped* by her. He *was* *helped* by her. He *will be* *helped* by her.	Form of the passive: ***be*** + *past participle*
Active: (d) An accident *happened.* Passive: (e) (none)	Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as *happen, sleep, come, seem, die*) in the passive. (See Appendix Chart A-1.)

☐ Exercise 2. Looking at grammar. (Chart 11-1)

Decide if the sentences are active (A) or passive (P).

1. __A__ Kate prepared the salad.
2. __P__ The rice was prepared by Jamal.
3. ____ Shirley was preparing the dessert.
4. ____ Andy has prepared the tea.
5. ____ New species of insects are discovered by scientists every year.
6. ____ Our papers will be collected by the teacher next week.
7. ____ Dinosaurs existed millions of years ago.
8. ____ Anna's car was stopped by the police.
9. ____ Mr. Brown painted our house.
10. ____ Hiroki came to our apartment for dinner last night.

☐ Exercise 3. Warm-up. (Chart 11-2)

Complete the sentences. Change the verbs in *italics* from active to passive.

1. Tom *opens* the door. → The door ___is opened___ by Tom.
2. Tom *is opening* the door. The door ________ by Tom.
3. Tom *has opened* the door. The door ________ by Tom.
4. Tom *opened* the door. The door ________ by Tom.
5. Tom *was opening* the door. The door ________ by Tom.
6. Tom *had opened* the door. The door ________ by Tom.
7. Tom *will open* the door. The door ________ by Tom.
8. Tom *is going to open* the door. The door ________ by Tom.
9. Tom *will have opened* the door. The door ________ by Tom.
10. *Did* Tom *open* the door? ______ the door ________ by Tom?
11. *Will* Tom *open* the door? ______ the door ________ by Tom?
12. *Has* Tom *opened* the door? ______ the door ________ by Tom?

11-2 Tense Forms of the Passive

	Active	Passive
(a) simple present	Mary *helps* the boy.	The boy *is* *helped* by Mary.
(b) present progressive	Mary *is helping* the boy.	The boy *is being* *helped* by Mary.
(c) present perfect*	Mary *has helped* the boy.	The boy *has been* *helped* by Mary.
(d) simple past	Mary *helped* the boy.	The boy *was* *helped* by Mary.
(e) past progressive	Mary *was helping* the boy.	The boy *was being* *helped* by Mary.
(f) past perfect*	Mary *had helped* the boy.	The boy *had been* *helped* by Mary.
(g) simple future	Mary *will help* the boy.	The boy *will be* *helped* by Mary.
(h) *be going to*	Mary *is going to help* the boy.	The boy *is going to be* *helped* by Mary.
(i) future perfect*	Mary *will have helped* the boy.	The boy *will have been* *helped* by Mary.

(j) *Was* the boy *helped* by Mary? (k) *Has* the boy *been helped* by Mary?	In the question form of passive verbs, an auxiliary verb precedes the subject.

*The progressive forms of the *present perfect*, *past perfect*, and *future perfect* are rarely used in the passive.

☐ Exercise 4. Looking at grammar. (Charts 11-1 and 11-2)

Part I. Change the active to passive.

1. Shakespeare *wrote* that play. → *That play was written by Shakespeare.*
2. Waitresses and waiters *serve* customers.
3. The teacher *is going to explain* the lesson.
4. Two horses *were pulling* the farmer's wagon.
5. Toshi *will invite* Yoko to the party.
6. Alex *is preparing* that report.
7. Kathy *had returned* the book to the library.
8. Miriam *has designed* several public buildings.
9. His tricks *won't fool* me.
10. I *didn't write* that note. *Did* Jim *write* it?
11. *Does* Prof. Shapiro *teach* that course? No, he *doesn't teach* it.
12. Mrs. Andrews *hasn't signed* those papers yet. *Has* Mr. Andrews *signed* them yet?

Part II. Change the passive to active.

13. The speech *was given* by Anwar. → *Anwar gave the speech.*
14. Our assignments *are going to be corrected* by the teaching assistant.
15. *Was* the electric light bulb *invented* by Thomas Edison?
16. The speed limit on Highway 5 *isn't obeyed* by most drivers.
17. *Have* you *been informed* of the rent increase by the building manager?

☐ Exercise 5. Looking at grammar. (Charts 11-1 and 11-2)

Change the active verbs to passive if possible. Some verbs are intransitive and cannot be changed.

1. A strange thing happened yesterday. (*no change*)
2. Jackie scored the winning goal. → *The winning goal was scored by Jackie.*
3. I agree with Dr. Ikeda's theory.
4. Dr. Ikeda developed that theory.
5. A hurricane destroyed the small fishing village.

6. A large vase stands in the corner of our front hallway.
7. The children seemed happy when they went to the zoo.
8. After class, one of the students always erases the board.
9. The solution to my problem appeared to me in a dream.
10. Our plan succeeded at last.
11. Barbara traveled to Uganda last year.
12. A special committee is going to settle the dispute.
13. Did the police catch the thief?
14. This room is a mess. What happened?

☐ **Exercise 6. Warm-up.** (Chart 11-3)
Tell the class where something that you're wearing or own was made (e.g., your shoes, shirt, cell phone, etc.). Do you know who made these items? Is it important to know?

11-3 Using the Passive

(a) Rice *is grown* in India. (b) Our house *was built* in 1980. (c) This olive oil *was imported* from Crete.	Usually the passive is used without a *by*-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action. In (a): Rice is grown in India by people, by farmers, by someone. It is not known or important to know exactly who grows rice in India. Examples (a), (b), and (c) illustrate the most common use of the passive, i.e., without the *by*-phrase.
(d) My aunt *made* this rug. (*active*)	If the speaker knows who performs an action, usually the active is used, as in (d).
(e) This rug *was made* by my aunt. That rug *was made* by my mother. (f) *Life on the Mississippi* *was written* by Mark Twain.	Sometimes, even when the speaker knows who performs an action, he/she chooses to use the passive with the *by*-phrase in order to focus attention on the subject of a sentence. In (e): The focus of attention is on two rugs. In (f): The focus is on the book, but the *by*-phrase is included because it contains important information.

☐ **Exercise 7. Looking at grammar.** (Charts 11-1 → 11-3)
Discuss why passive was chosen for these sentences instead of active.

1. My sweater *was made* in England.
   → *The speaker or writer probably uses the passive here because he or she doesn't know who made the sweater. Using an active sentence (Someone made my sweater in England) wouldn't add any important information.*
2. The new highway *will be completed* sometime next month.
3. The World Cup soccer games *are being televised* all over the world this year.
4. This composition *was written* by Ali. That one *was written* by Mariko.
5. The Washington Monument *is visited* by hundreds of people every day.
6. Bananas originated in Asia but now *are grown* in the tropics of both hemispheres of the world. They *were introduced* to the Americas in 1516.

☐ Exercise 8. Reading and grammar. (Charts 11-1 → 11-3)

Read the paragraph. Underline the passive verbs. Discuss why the writer chose to use passive rather than active. Answer the questions in complete sentences.

Early Writing Materials

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals, such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

1. Before paper was invented, what materials were used for writing?
2. What was parchment made from?
3. What three things were done to animal skins to make writing material?
4. Who first used paper?
5. When was ink first used?
6. In ancient times, what ingredients did the Egyptians and Chinese use for ink?
7. What substances are in ink today?

☐ Exercise 9. Looking at grammar. (Charts 11-1 → 11-3)

Make complete sentences with the given words. Use the simple past. Some are active and some are passive.

1. We \ allow, not \ to go to the park alone when we were young
   → *We weren't allowed to go to the park alone when we were young.*
2. A package \ deliver \ to our apartment yesterday
3. Maria \ teach \ her son to read when he was three
4. When I was in elementary school, we \ require \ to wear uniforms
5. As we watched, the airplane \ disappear \ into the clouds
6. I \ agree \ with your decision yesterday
7. Timmy \ drop \ a plate after dinner last night
8. The plate \ fall \ to the floor with a crash
9. What \ happen \ yesterday
10. Something very sad \ happen \ yesterday
11. My cat \ hit \ by a speeding truck
12. She \ kill \ instantly
13. She \ die \ instantly

☐ Exercise 10. Listening. (Charts 11-1 → 11-3)

Choose the sentence (a. or b.) that has the same meaning as the one you hear.

CD 1
Track 54

Example: You will hear: The assistant manager interviewed Mr. Evans for the sales job.
You will choose: [✓ a.] Mr. Evans was interviewed.
b. The assistant manager was interviewed.

1. a. Someone would like the architect to design the new library.
   b. A famous architect would like to design the new library.

2. a. The kids told others to leave.
   b. Someone told the kids to leave.

3. a. I ignored the salesclerk.
   b. The salesclerk ignored me.

4. a. The speaker will be asked questions.
   b. The audience will be asked questions.

5. a. A party is being planned by Dr. Wilson.
   b. A party is being planned by the staff.

6. a. Natural habitats have altered human development.
   b. Natural habitats have been altered by human development.

☐ Exercise 11. Looking at grammar. (Charts 11-1 → 11-3)

Change each news headline into a complete sentence. Work in pairs, in small groups, or as a class.

1. 5 PEOPLE KILLED BY TORNADOES

   Five people ______________________________ yesterday.

2. DECISION ON TAX INCREASE TO BE ANNOUNCED SOON

   A decision on a tax increase ______________________________ soon.

3. MORE THAN 2 BILLION CUPS OF COFFEE CONSUMED WORLDWIDE

   More than two billion cups of coffee ____________________ worldwide each day.

4. 200,000 CARS RECALLED FOR BRAKE DEFECTS SINCE LAST YEAR

   Two hundred thousand cars __________________ for brake defects since last year.

5. NEW HIGH-SPEED COMPUTER CHIPS DELAYED

   New high-speed computer chips ______________________________ until next year.

☐ Exercise 12. Game. (Charts 11-1 → 11-3)

Work in teams with your books closed. Your teacher will say a sentence. Change it to passive if possible. Use the *by*-phrase only if necessary. Your team wins one point for each correct sentence.

1. Someone invited you to a party.
2. People grow rice in many countries.
3. Someone is televising the tennis match.

4. Someone told you to be here at ten.
5. Someone is going to serve dinner at six.
6. Someone has made a mistake.
7. An accident happened at the corner of Fifth and Main.
8. Ivan's daughter drew that picture. My son drew this picture.
9. The judges will judge the applicants on their creativity.
10. My sister's plane will arrive at 10:35.
11. Is Professor Rivers teaching that course this semester?
12. The mail carrier had already delivered the mail by the time I left for school this morning.
13. When is someone going to announce the results of the contest?
14. After the concert was over, hundreds of fans surrounded the rock star outside the theater.

☐ **Exercise 13. Let's talk.** (Charts 11-1 → 11-3)

Your teacher will read each sentence and the question that follows. Student A will change the sentence to the passive. Student B will answer the question with the information provided by Student A. Close your book for this activity.

Example: To A: People speak Arabic in many countries. *To* B: Is Arabic a common language?
TEACHER (*book open*): People speak Arabic in many countries.
STUDENT A (*book closed*): Arabic is spoken in many countries.
TEACHER (*book open*): Is Arabic a common language?
STUDENT B (*book closed*): Yes. It is spoken in many countries.

1. *To* A: Someone stole your pen. *To* B: What happened to (____)'s pen?
2. *To* A: People play soccer in many countries. *To* B: Is soccer a popular sport?
3. *To* A: Someone returned your letter. *To* B: (____) sent a letter last week, but he/she put the wrong address on it. What happened to the letter?
4. *To* A: Someone robbed the bank. *To* B: What happened to the bank?
5. *To* A: The police caught the bank robber. *To* B: Did the bank robber get away?
6. *To* A: A judge sent the thief to jail. *To* B: What happened to the thief?
7. *To* A: The government requires international students to have visas.
   To B: Is it necessary for international students to have visas?
8. *To* A: Someone had already made the coffee by the time you got up this morning.
   To B: Did (____) have to make the coffee when he/she got up?
9. *To* A: Someone discovered gold in California in 1848.
   To B: What happened in California in 1848?
10. *To* A: People used candles for light in the 17th century.
    To B: Was electricity used for light in the 17th century?
11. *To* A: There is a party tomorrow night. Someone invited you to go.
    To B: Is (____) invited to the party?
12. *To* A: You wanted to buy a chair, but you needed time to make up your mind. Finally you decided to buy it, but someone had already sold it by the time you returned to the store.
    To B: Did (____) buy the chair?

☐ Exercise 14. Looking at grammar. (Charts 11-1 → 11-3)

Complete the sentences with the passive form of the verbs in the list. Use any appropriate tense.

build
cause
confuse
divide
expect
frighten
✓invent
kill
offer
order
report
spell
surprise
surround
wear

1. The electric light bulb ______was invented______ by Thomas Edison in 1879.
2. An island ____________________ by water.
3. The *-ing* form of *sit* ____________________ with a double "t."
4. Even though construction costs are high, a new dormitory ____________________ next year.
5. The class was too large last semester, so it ____________________ into two sections.
6. A bracelet ____________________ around the wrist.
7. The Johnsons' house burned down. According to the inspector, the fire ____________ ____________________ by lightning.
8. Al got a ticket for reckless driving. When he went to traffic court, he ____________ ____________________ to pay a large fine.
9. I read about a hunter who ____________ accidentally ______________ by another hunter.
10. The hunter's fatal accident ____________________ in the newspaper yesterday.
11. I didn't expect Lisa to come to the meeting last night, but she was there. I ____________ ____________________ to see her.
12. Last week I ____________________ a job at a local bank, but I didn't accept it.
13. The children ____________________ in the middle of the night when they heard strange noises in the house.
14. Could you explain this math problem to me? Yesterday in class I ____________________ by the teacher's explanation.
15. A: Is the plane going to be late?
    B: No. It ____________________ to be on time.

☐ Exercise 15. Listening. (Charts 11-1 → 11-3)

CD 1
Track 55

Listen to the report about chocolate with your book closed. Then open your book and listen again. Complete the sentences with the verbs you hear.

How Chocolate Is Made

Chocolate ____________ 1 from the seeds of roasted cocoa beans. After the seeds ____________ 2, the inside of the seed ____________ 3 into a liquid. This liquid ____________ 4 chocolate liquor. The liquor ____________ 5 fat, which ____________ 6 from the liquor. After this ____________ 7, a solid ____________ 8. This solid, which ____________ 9 as cocoa cake, ____________ 10 up and becomes unsweetened cocoa. This is a very bitter chocolate. To make it taste better, other substances such as cocoa butter and sugar ____________ 11 later.

☐ Exercise 16. Looking at grammar. (Charts 11-1 and 11-3)

Complete the sentences with the active or passive form of the verbs in parentheses. Use any appropriate tense.

1. Gold (*discover*) ___*was discovered*___ in California in 1848.
2. The Amazon valley is extremely important to the ecology of the earth. Forty percent of the world's oxygen (*produce*) ____________ there.
3. Right now Roberto is in the hospital.* He (*treat*) ____________ for a bad burn on his arm.
4. In my country, certain prices, such as the price of medical supplies, (*control*) ____________ by the government. Other prices (*determine*) ____________ by how much consumers are willing to pay for a product.
5. Richard Anderson is a former astronaut. Several years ago, when he was 52, Anderson (*inform*) ____________ by his superior at an aircraft corporation that he could no longer be a test pilot. He (*tell*) ____________ that he was being relieved of his duties because of his age. Anderson took the corporation to court for age discrimination.
6. Frostbite may occur when a person's skin (*expose*) ____________ to extreme cold. It most frequently (*affect*)** ____________ the skin of the cheeks, chin, ears, fingers, nose, and toes.

**in the hospital* = American English; *in hospital* = British English.

NOTE: ***affect* = a verb (e.g., *The weather **affects** my moods.*).
effect = a noun (e.g., *The weather has an **effect** on my moods.*).

7. Since the beginning of the modern industrial age, many of the natural habitats of plants and animals (*destroy*) ______________________ by industrial development and pollution.

8. Carl Gauss (*recognize*) ______________________ as a mathematical genius when he was ten. One day a professor gave him an arithmetic problem. Carl (*ask*) ______________________ to add up all the numbers from 1 to 100 (1 + 2 + 3 + 4 + 5, etc.). It (*take*) ______________________ him only eight seconds to solve the problem. How could he do it so quickly? Can you do it quickly?

9. Carl could do it quickly because he (*know*) ______________ that each pair of numbers (1 + 100, 2 + 99, 3 + 98, and so on to 50 + 51) equaled 101. So he (*multiply*) ______________ 50 times 101 and (*come*) ______________ up with the answer: 5,050.

☐ Exercise 17. Warm-up. (Chart 11-4)

Complete the sentences with your own words. Are the verbs active or passive?

1. ____Children____ *should be taught* to be kind to animals.
2. ______________________ *should be expected* to be in class on time.
3. ______________________ *can't be grown* in a desert.
4. ______________________ *must be treated* with kindness.

11-4 The Passive Form of Modals and Phrasal Modals

Passive form:		**modal***	+ ***be***	+ **past participle**	
(a)	Tom	*will*	*be*	*invited*	to the picnic.
(b)	The window	*can't*	*be*	*opened.*	
(c)	Children	*should*	*be*	*taught*	to respect their elders.
(d)		*May I*	*be*	*excused*	from class?
(e)	This book	*had better*	*be*	*returned*	to the library before Friday.
(f)	This letter	*ought to*	*be*	*sent*	before June 1st.
(g)	Mary	*has to*	*be*	*told*	about our change in plans.
(h)	Fred	*is supposed to*	*be*	*told*	about the meeting.

Past-passive form:		**modal**	+ ***have been***	+ **past participle**	
(i)	The letter	*should*	*have been*	*sent*	last week.
(j)	This house	*must*	*have been*	*built*	over 200 years ago.
(k)	Eric	*couldn't*	*have been*	*offered*	the job.
(l)	Jill	*ought to*	*have been*	*invited*	to the party.

*See Chapters 9 and 10 for a discussion of the form and use of modals and phrasal modals.

☐ Exercise 18. Looking at grammar. (Chart 11-4)

Complete the sentences with the words in parentheses. Use the appropriate form, active or passive.

1. James (*should* + *tell*) ___should be told___ the news as soon as possible.
2. Someone (*should* + *tell*) ___should tell___ James the news immediately.
3. James (*should* + *tell*) ___should have been told___ the news a long time ago.
4. Meat (*must* + *keep*) ____________ in a refrigerator or it will spoil.
5. You (*must* + *keep*) ____________ meat in a refrigerator or it will spoil.
6. We tried, but the window (*couldn't* + *open*) ____________________. It was painted shut.
7. I tried, but I (*couldn't* + *open*) ______________ the window.
8. Good news! I (*may* + *offer*) ____________ a job soon. I had an interview at an engineering firm yesterday.
9. Chris has good news. The engineering firm where she had an interview yesterday (*may* + *offer*) ____________ her a job soon.
10. I hope Chris accepts our job offer, but I know she's been interviewing with several companies. She (*may* + *already* + *offer*)* ____________________ a job by a competing firm before we made our offer.
11. A competing firm (*may* + *already* + *offer*) ____________________ Chris a job before we made our offer.
12. The class for next semester is too large. It (*ought to* + *divide*) ______________ __________ in half, but there's not enough money in the budget to hire another teacher.
13. Last semester's class was too large. It (*ought to* + *divide*) ______________ __________ in half.
14. These books (*have to* + *return*) ________________ to the library by tomorrow.
15. Polly (*have to* + *return*) ____________ these books by next Friday. If she doesn't return them, she (*will* + *have to* + *pay*) ____________________ a fine to the library.

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*A midsentence adverb such as ***already*** may be placed after the first auxiliary (e.g., *might* ***already*** *have come*) or after the second auxiliary (e.g., *might have* ***already*** *come*).

16. A: Andy, your chores (*had better* + *finish*) ______________________________
by the time I get home, including taking out the garbage.
B: Don't worry, Mom. I'll do everything you told me to do.

17. A: Andy, you (*had better* + *finish*) ______________________ your chores before
Mom gets home.
B: I know. I'll do them in a minute. I'm busy right now.

18. This application (*be supposed to* + *send*) ______________________________
to the personnel department soon.

19. Ann's birthday was on the 5th, and today is the 8th. Her birthday card (*should* + *send*)
__________________________ a week ago. Maybe we'd better give her a call to
wish her a belated happy birthday.

20. A: Yoko didn't expect to see her boss at the labor union meeting.
B: She (*must* + *surprise*) ______________________________ when she saw him.
A: She was.

☐ Exercise 19. Looking at grammar. (Chart 11-4)

Make complete sentences with the given words.

Example: must
a. Seat belts \ wear \ during takeoff and landing
→ *Seat belts must be worn during takeoff and landing.*
b. All passengers \ wear \ their seat belts during takeoff and landing
→ *All passengers must wear their seat belts during takeoff and landing.*

1. will
a. Many lives \ save \ with the new medical procedure
b. The procedure \ save \ many lives

2. can
a. Shoppers \ look for \ product information on the internet every day
b. Product information \ find \ on the internet

3. should
a. People \ check \ smoke alarm batteries once a month
b. Smoke alarm batteries \ test \ once a month

4. may
a. The typhoon \ kill \ hundreds of villagers yesterday
b. Hundreds of villagers \ kill \ in the typhoon yesterday
c. Hundreds of villagers \ die \ in the typhoon yesterday

5. had better
a. Medical supplies \ deliver \ soon
b. Villagers \ receive \ medical supplies soon

☐ Exercise 20. Let's talk. (Chart 11-4)

Use passive modals to restate the computer lab rules. Make at least two sentences for each rule. Work in pairs or small groups.

Example: Do not bring food into the lab.
→ *Food* ***must*** *not be brought into the lab.*
→ *Food* ***cannot*** *be brought into the lab.*
→ *Food* ***must*** *be left outside.*

Computer lab rules:

1. Turn off cell phones.
2. Computers are for school use only.
3. Do not play computer games.
4. Do not download music from the internet.
5. Use the printer for schoolwork only.

☐ Exercise 21. Looking at grammar. (Chart 11-4)

Complete the sentences with the verbs in parentheses. Use the modal or phrasal modal that sounds best to you. All of the sentences are passive.

1. The entire valley (*see*) ______ can be seen ______ from the mountain top.
2. He is wearing a gold band on his fourth finger. He (*marry*) ____________________.
3. According to our teacher, all of our compositions (*write*) ____________________ in ink. He won't accept papers written in pencil.
4. I found this book on my desk when I came to class. It (*leave*) ____________________ by one of the students in the earlier class.
5. Your daughter has a good voice. Her interest in singing (*encourage*) ____________________ ____________________.
6. Some UFO sightings (*explain, not*) ____________________ easily. They are inexplicable.

7. Try to speak slowly when you give your speech. If you don't, some of your words (*misunderstand*) ____________________.

8. What? You tripped over a chair at the party and dropped your plate of food into a woman's lap? You (*embarrass*) ______________________________.

9. The hospital in that small town is very old and can no longer serve the needs of the community. A new hospital (*build*) ______________________________ years ago.

10. Blue whales and other endangered species (*save*) ______________________ from extinction. Do you agree?

☐ Exercise 22. Listening and grammar. (Charts 11-1 → 11-4)

CD 1
Track 56

Part I. Listen to the lecture on the 2004 Indian Ocean tsunami with your book closed. Then open your book and choose all the grammatically correct sentences in each group.

1. [✓ a.] An earthquake hit the Indian Ocean.
   [✓ b.] The Indian Ocean was hit by an earthquake.
   c. An earthquake was hit the Indian Ocean.

2. a. Millions of lives were changed forever by the earthquake.
   b. Millions of lives changed forever by the earthquake.

3. a. The quake followed by giant tsunami waves.
   b. The quake was followed by giant tsunami waves.
   c. Giant tsunami waves were followed the earthquake.
   d. Giant tsunami waves followed the earthquake.

4. a. Thousands of people swept out to sea.
   b. Thousands of people were swept out to sea.
   c. The tsunami wave swept thousands of people out to sea.

5. a. Nearly 300,000 people died.
   b. Nearly 300,000 people were died.
   c. Nearly 300,000 people were killed.
   d. Nearly 300,000 people killed.

6. a. The damage could have been lessened by a tsunami early-warning system.
   b. A tsunami early-warning system could have lessened the damage.
   c. A tsunami early-warning system could have been lessened the damage.

7. a. An early-warning system already exists for the Pacific Ocean.
   b. An early-warning system already is existed for the Pacific Ocean.

Part II. Listen again. Complete the sentences with the verbs you hear.

The 2004 Indian Ocean Tsunami

In 2004, several countries that border the Indian Ocean, including Indonesia, Thailand, India, Malaysia, and Somalia, ______________ 1 by an earthquake and subsequent tsunami. (As you may already know, a tsunami is a giant ocean wave.) In just a few short hours, millions of lives ______________ 2 forever. The earthquake ______________ 3 at 9.3 on the Richter scale. It was the fourth largest earthquake since 1900 and the second largest that ______________ 4 on the Richter scale.

The quake ______________ 5 by four giant waves as high as 100 feet (or 30 meters). Whole villages ______________ 6. Thousands of people ______________ 7 out to sea, and many others ______________ 8 due to lack of medical care. In total, almost 300,000 people ______________ 9, and 1.3 million people ______________ 10 homeless. Aftershocks from the earthquake ______________ 11 for several days.

Tragically, the damage ______________ 12 if there had been a tsunami early-warning system. Such a system already ______________ 13 for the Pacific Ocean, but it ______________ 14 to the Indian Ocean. Since the tsunami disaster, governments ______________ 15 together to develop an early-warning system so that Southeast Asia ______________ 16 such destruction again from a tsunami.

☐ **Exercise 23. Looking at grammar.** (Charts 11-1 → 11-4)
Change the verbs to the passive as appropriate. Discuss why you decided that certain verbs should be in the passive but that others should remain active.

(1) Paper is a common material. ~~People use it~~ It is used everywhere in the world. Throughout history, people have made it from various plants such as rice and papyrus, but today wood is the chief source of paper. In the past, people made paper by hand, but now machines do most of the work.* Today people make paper from wood pulp by using either a mechanical or a chemical process.

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*Whether or not to use the passive in the second half of this sentence is a stylistic choice. Either the active or the passive can appropriately be used. Some writers might prefer the passive so that both halves of the sentence are parallel in structure.

(2) In the mechanical process, someone grinds the wood into small chips. During the grinding, someone sprays it with water to keep it from burning from the friction of the grinder. Then someone soaks the chips in water.

(3) In the chemical process, first someone washes the wood, and then someone cuts it into small pieces in a chipping machine. Then someone cooks the chips in certain chemicals. After someone cooks the wood, someone washes it to get rid of the chemicals.

(4) The next steps in making paper are the same for both the mechanical and the chemical processes. Someone drains the pulp to form a thick mass, bleaches it with chlorine, and then thoroughly washes it again. Next someone puts the pulp through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, someone winds them onto rolls. These rolls of paper are then ready for use.

(5) The next time you use paper, you should think about its origin and how people make it. And you should ask yourself this question: What would the world be like without paper? If you can imagine how different today's world would be without paper, you will immediately understand how essential paper has been in the development of civilization.

☐ Exercise 24. Let's write. (Charts 11-1 → 11-4)

Write about how something is made. Choose one of these topics.

Topics:

1. Write about something you know how to make. *Possible subjects:* a kite, a ceramic pot, a bookcase, a sweater, a bead necklace, a special kind of food, etc.
2. Use a reference tool such as the internet to find out how something is made, and then summarize this information. It's not necessary to go into technical detail. Read about the process and then describe it in your own words. *Possible subjects:* a candle, a pencil, glass, steel, silk thread, bronze, leather, etc.

☐ Exercise 25. Warm-up. (Chart 11-5)

Look around the room and answer these questions.

1. Are the windows closed?
2. Is the door shut?
3. Are the lights turned on?
4. Is anything broken? If so, what?

11-5 Non-Progressive Passive

(a) The door is *old*. (b) The door is *green*. (c) The door is *locked*.	In (a) and (b): ***old*** and ***green*** are adjectives. They describe the door. In (c): ***locked*** is a past participle. It is used as an adjective. It describes the door.
(d) I locked the door five minutes ago. (e) The door was locked by me five minutes ago. (f) Now the door *is locked*.	When the passive form is used to describe an existing situation or state, as in (c), (f), and (i), it is called the "non-progressive passive." In the non-progressive: • no action is taking place; the action happened earlier. • there is no *by*-phrase. • the past participle functions as an adjective.
(g) Ann broke the window yesterday. (h) The window was broken by Ann. (i) Now the window *is broken*.	
(j) I *am interested in* Chinese art. (k) He *is satisfied with* his job. (l) Ann *is married to* Alex.	Prepositions other than ***by*** can follow non-progressive passive verbs. (See Chart 11-6.)
(m) I don't know where I am. I *am lost*. (n) I can't find my purse. It *is gone*. (o) I *am finished with* my work. (p) I *am done with* my work.	Sentences (m) through (p) are examples of idiomatic usage of the passive form in common, everyday English. These sentences have no equivalent active sentences.

☐ Exercise 26. Looking at grammar. (Chart 11-5)

Complete the sentences with the non-progressive passive of the verbs in parentheses. Use the simple present or the simple past.

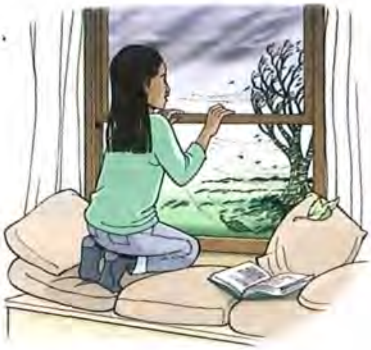
1. Olga is wearing a blouse. It (*make*) ___is made___ of cotton.
2. The door to this room (*shut*) ______________.
3. The lights in this room (*turn*) ______________ on.
4. This room (*crowd, not*) ______________.
5. We can leave now because class (*finish*) ______________.
6. It is hot in this room because the window (*close*) ______________.
7. Yesterday it was hot in this room because the window (*close*) ______________ ______________.
8. We are ready to sit down and eat dinner. The table (*set*) ______________, the meat and rice (*do*) ______________, and the candles (*light*) ______________.
9. Where's my wallet? It (*go*) ______________! Did you take it?
10. Hmmm. My dress (*tear*) ______________. I wonder how that happened.

☐ Exercise 27. Looking at grammar. (Chart 11-5)

Complete each sentence with an appropriate form of the words in the list.

bear (born)*
block
confuse
crowd
divorce
exhaust
locate
✓lose
marry
plug in
qualify
schedule
spoil
stick
turn off

1. Excuse me, sir. Could you give me some directions? I ____am lost____.
2. Let's find another restaurant. This one ________ too ______________. We would have to wait at least an hour for a table.
3. The meeting ______________________ for tomorrow at nine.
4. That's hard work! I ______________________. I need to rest for a while.
5. You told me one thing, and John told me another. I don't know what to think. I ____________________.
6. Annie can't close the window. It ____________________.



7. Louise is probably sleeping. The lights in her room ______________________.
8. Carolyn and Joe were married to each other for five years, but now they ______________________.
9. I'm sorry. You ____________ not ____________________ for the job. We need someone with a degree in electrical engineering.
10. I love my wife. I ____________________ to a wonderful woman.
11. We can't eat this fruit. It ____________________. We'll have to throw it out.
12. We'd better call a plumber. The water won't go down the drain. The drain ____________________ with food.
13. Vietnam ____________________ in Southeast Asia.
14. A: How old is Juan?
    B: He ____________________ in 1980.
15. A: The TV set isn't working.
    B: Are you sure? ____________ it ____________________?

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*In the passive, ***born*** is used as the past participle of ***bear*** to mean "given birth to."

☐ Exercise 28. Warm-up. (Chart 11-6)

Answer the questions.

What is something that you are . . .

1. interested in?
2. annoyed by?
3. concerned about?
4. scared of?
5. excited about?
6. accustomed to?

11-6 Common Non-Progressive Passive Verbs + Prepositions

(a) I'*m interested in* Greek culture. (b) He'*s worried about* losing his job.	Many non-progressive verbs are followed by prepositions other than ***by***.

be concerned be excited be worried	*about*
be discriminated	*against*
be known be prepared be qualified be remembered be well known	*for*
be divorced be exhausted be gone be protected	*from*
be dressed be interested be located	*in*
be disappointed be involved	*in/with*
be composed be made be tired	*of*
be frightened be scared be terrified	*of/by*
be accustomed be addicted be committed be connected be dedicated be devoted be engaged be exposed be limited be married be opposed be related	*to*
be acquainted be associated be cluttered be crowded be done be equipped be filled be finished be pleased be provided be satisfied	*with*
be annoyed be bored be covered	*with/by*

☐ Exercise 29. Looking at grammar. (Chart 11-6)

Complete the sentences with the correct prepositions.

SITUATION: Maya is a toymaker. She makes simple toys from wood.

1. She is excited __*about*__ creating toys children enjoy.
2. She is known __________ creating high-quality toys.
3. She is interested __________ how children play with one another.
4. She is pleased __________ the response to her toys.
5. Her toys are made __________ wood.
6. The materials in her toys are limited __________ wood.
7. She is disappointed __________ many of the popular toys in stores today.
8. She worries __________ toys that don't encourage children to use their imagination.

☐ Exercise 30. Listening. (Chart 11-6)

CD 1
Track 57

Listen to the sentences. They contain non-progressive passive verbs plus prepositions. Write the prepositions you hear.

Example: You will hear: Carol is interested in ancient history.
You will write: ___*in*___

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________

☐ Exercise 31. Looking at grammar. (Chart 11-6)

Complete the sentences with the correct prepositions.

1. Jack is married __________ Joan.
2. Could I please have the dictionary when you are finished __________ it?
3. My car is equipped __________ air-conditioning and a sun roof.
4. Gandhi was committed __________ nonviolence. He believed in it all of his life.
5. Barbara turned off the TV because she was tired __________ listening to the news.
6. The choices in that restaurant are limited __________ pizza and sandwiches.
7. Their apartment is always messy. It's cluttered __________ newspapers, books, clothes, and dirty dishes.
8. A: Are you in favor of a worldwide ban on nuclear weapons, or are you opposed __________ it?

   B: I'm in favor of it. I'm terrified __________ the possibility of a nuclear war starting by accident. But my wife is against disarmament.
9. A: Are you still associated __________ the International Red Cross and Red Crescent?

   B: I was, until this year. Are you interested __________ working with them?

   A: I think I'd like to. They are dedicated __________ helping people in times of crisis, and I admire the work they've done. Can you get me some information?

☐ Exercise 32. Looking at grammar. (Chart 11-6)

Complete each sentence with the non-progressive passive form of the given verb and an appropriate preposition. Use the simple present.

1. cover It's winter, and the ground ____*is covered with*____ snow.
2. finish Pat ____________________ her composition.
3. addict Ann laughingly calls herself a "chocoholic." She says she ____________________ chocolate.
4. satisfy I ____________________ the progress I have made.
5. engage Hashim ____________________ Fatima.
6. divorce Elaine ____________________ Pierre.
7. relate Your name is Mary Smith. ______________ you ____________________ John Smith?
8. dedicate Mrs. Robinson works in an orphanage. She ____________________ her work.
9. dress Miguel ____________________ a tuxedo for his wedding today.
10. commit The administration ____________________ improving the quality of education at our school.
11. prepare We finished packing our sleeping bags, tent, first-aid kit, food, and warm clothes. We are finally ____________________ our camping trip.
12. do We are ____________________ this exercise.

☐ Exercise 33. Let's talk. (Chart 11-6)

Think about changes that modern life has brought in communications, travel, work, school, daily life, etc. Complete the phrases with the correct prepositions and answer the questions. Work in pairs or small groups.

What changes or innovations are you (or people you know) . . .

1. excited ____________?
2. concerned ____________?
3. opposed ____________?
4. annoyed ____________?
5. addicted ____________?
6. not accustomed ____________?

☐ Exercise 34. Looking at grammar. (Chart 11-6)

Add the missing preposition to each sentence.

1. I'm not acquainted $\overset{\text{with}}{\wedge}$ that man. Do you know him?
2. The department store was filled toys for the holiday sale.
3. Bert's bald head is protected the hot sun when he's wearing his hat.
4. Your leg bone is connected your hip bone.
5. A person who is addicted drugs needs professional medical help.

6. What? You're still dressed your pajamas? You'll never make it to work on time.
7. The school children were exposed the flu by a student who had it.
8. The electronic items were priced so low for the sale that they were gone the store shelves in minutes.
9. Roberta didn't get the job even though she was qualified it.
10. My office is located a building next to the park on Fifth Avenue.

☐ Exercise 35. Warm-up. (Chart 11-7)

Complete the sentences with the words in the list. Notice the word forms that follow the verb ***get***.

dirty dressed hungry hurt lost wet

1. When the children played in the mud, their clothes *got* _______________.
2. We didn't have a map, so we *got* _______________.
3. Don't go out in the rain without a coat. You*'ll get* _______________.
4. I'll be ready to leave as soon as I *get* _______________. It'll just take a few minutes.
5. If I skip breakfast, I always *get* _______________ during my late morning class.
6. It was a bad accident, but luckily no one *got* _______________.

11-7 The Passive with *Get*

Get + Adjective

(a) I *'m getting hungry*. Let's eat soon. (b) I stopped working because I *got sleepy*.	***Get*** may be followed by certain adjectives. ***Get*** gives the idea of change — the idea of becoming, beginning to be, growing to be. In (a): ***I'm getting hungry*** = I wasn't hungry before, but now I'm beginning to be hungry.

Common adjectives that follow *get*

angry
anxious
bald
better
big
busy
chilly
cold
comfortable
dark
dizzy
easy
empty
famous
fat
full
good
hard
healthy
heavy
hot
hungry
late
light
mad
nervous
noisy
old
quiet
ready
rich
ripe
serious
sick
sleepy
tall
thirsty
warm
well
wet
worse

Get + Past Participle

(c) I stopped working because I *got tired*. (d) They *are getting married* next month.	***Get*** may also be followed by a past participle. The past participle functions as an adjective; it describes the subject. The passive with ***get*** is common in spoken English, but not in formal writing.

Common past participles with *get*

get accepted (for, into)
get accustomed to
get acquainted (with)
get arrested (for)
get bored (with)
get confused (about)
get crowded (with)
get divorced (from)
get done (with)
get dressed (in)
get drunk (on)
get elected (to)
get engaged (to)
get excited (about)
get finished (with)
get fixed (by)
get hurt (by)
get interested (in)
get invited (to)
get involved (in, with)
get killed (by, with)
get lost (in)
get married (to)
get prepared (for)
get scared (of)
get sunburned
get worried (about)

☐ **Exercise 36. Looking at grammar.** (Chart 11-7)

Complete the sentences with words that make sense. More than one answer may be correct for each sentence.

1. The meeting starts in an hour. I need to get _____ for it.
   a. prepare [✓ b. prepared] [✓ c. ready] d. readying
2. I think I'll stop working for the day. I'm getting _____.
   a. tire b. tired c. dark d. late
3. Sonia stopped working because it was getting _____.
   a. late b. dark c. tired d. sleepy
4. We can leave as soon as you get _____.
   a. pack b. finish c. packed d. finished

5. Sam was supposed to be home an hour ago, but he still isn't here. I'm getting ____.
   a. nervous   b. anxious   c. worry   d. worried

6. I didn't stay for the end of the movie because I got ____.
   a. bore   b. bored   c. interested   d. am bored

7. When are you going to get ____?
   a. marriage   b. marry   c. married   d. engage

☐ Exercise 37. Looking at grammar. (Chart 11-7)

Complete the sentences with any appropriate tense of ***get*** and the given adjectives.

accustom
better
dark
depress
divorce

do
engage
fire
hire

✓hungry
invite
marry
nervous

pay
remarry
well
wet

1. What time are we going to eat? I ____*am getting hungry*____.
2. I didn't have an umbrella, so I ______________ while I was waiting for the bus yesterday.
3. Every time I have to give a speech, I ______________.
4. Would you mind turning on the light? It ______________ in here.
5. Maria's English is improving. It ______________.
6. My friend was sick, so I sent him a card. It said, "______________ soon."
7. How long did it take you to ______________ to living here?
8. We can leave as soon as I ______________ with this work.
9. Chris ______________ when she lost her job, so I tried to cheer her up.
10. I got an invitation. __________ you ______________ to the party too?
11. I ______________ on Fridays. I'll give you the money I owe you next Friday. Okay?
12. After Ed graduated, he ______________ by an engineering firm.
13. But later he ______________ because he didn't do his work.
14. Ben and Sara have had an interesting relationship. First, they ______________. Then, they ______________. Later, they ______________. Finally, they ______________. Today they are a happily married couple.

☐ **Exercise 38. Let's talk: interview.** (Chart 11-7)

Interview your classmates. Share some of their answers with the class.

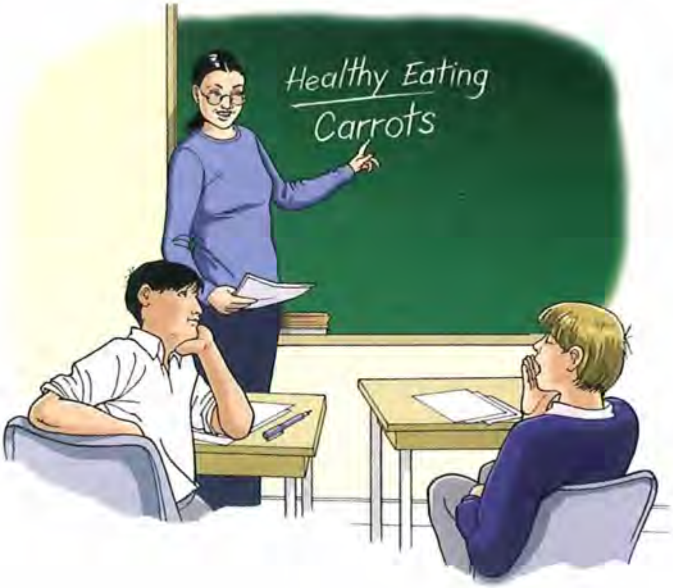
Example: Have you ever gotten dizzy? Tell me about it.
→ *Yes. I got dizzy when I went on a ride at the carnival last summer. But it was a lot of fun!*

1. Tell me about a time you got lost. Where were you and what happened?
2. Do you ever get sleepy during the day? If so, tell me about it. If not, when do you get sleepy?
3. Have you ever gotten really scared? What scared you?
4. Think of the world situation today. What things are getting better, and what things are getting worse?
5. Have you ever gotten hurt in a traffic accident or any kind of accident? What happened?
6. Tell me about a time you got confused about something.
7. Have you or has someone you know ever gotten cheated when you bought something? Tell me about it.
8. Is there an election coming up in this country or another country that interests you? If so, who do you think is going to get elected? Who got elected in the last election in this country?

☐ **Exercise 39. Warm-up.** (Chart 11-8)

The teacher in the picture is lecturing her class about healthy food.

1. How would you describe the teacher: boring or bored?
2. How would you describe the students: boring or bored?

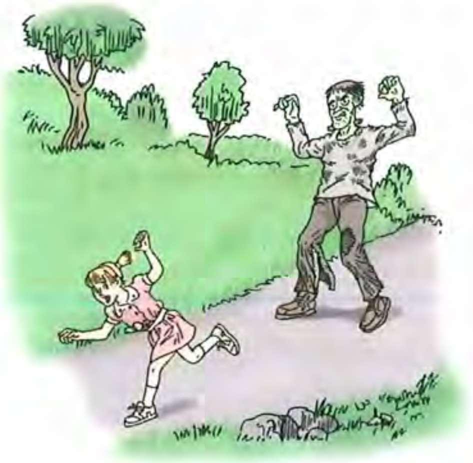


11-8 Participial Adjectives

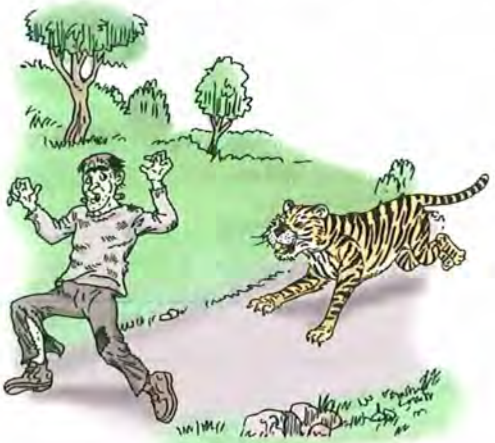
— The problem confuses the students. (a) It is *a confusing problem.*	The *present participle* serves as an adjective with an active meaning. The noun it modifies performs an action. In (a): The noun ***problem*** does something; it *confuses.* Thus, it is described as a "confusing problem."
— The students are confused by the problem. (b) They are *confused students.*	The *past participle* serves as an adjective with a passive meaning. In (b): The students are confused by something. Thus, they are described as "confused students."
— The story amuses the children. (c) It is *an amusing story.*	In (c): The noun ***story*** performs the action.
— The children are amused by the story. (d) They are *amused children.*	In (d): The noun ***children*** receives the action.

☐ Exercise 40. Looking at grammar. (Chart 11-8)

Match the sentences to the pictures. Some sentences describe neither picture.



Picture A



Picture B

1. The monster is frightened.
2. The monster is frightening.
3. The child is frightened.
4. The child is frightening.
5. The tiger is frightened.
6. The tiger is frightening.

☐ Exercise 41. Looking at grammar. (Chart 11-8)

Complete each sentence with the present or past participle of the verb in *italics.*

1. The class *bores* the students. It is a ___*boring*___ class.
2. The students *are bored* by the class. They are ___*bored*___ students.
3. The game *excites* the people. It is an ______________ game.
4. The people *are excited* by the game. They are ______________ people.

5. The news *surprised* the man. It was ______________________ news.

6. The man *was surprised* by the news. He was a ______________________ man.

7. The child *was frightened* by the strange noise. The ______________________ child sought comfort from her father.

8. The strange noise *frightened* the child. It was a ______________________ sound.

9. The work *exhausted* the men. It was ______________________ work.

10. The men *were exhausted*. The ______________________ men sat down to rest under the shade of a tree.

☐ **Exercise 42. Let's talk.** (Chart 11-8)

Your teacher will read the questions. Answer them as a class (or individually) with a present or past participle. Close your book for this activity.

Example: If a book confuses you, how would you describe the book? How would you describe yourself?

TEACHER (*book open*): If a book confuses you, how would you describe the book?
SPEAKER A (*book closed*): confusing
TEACHER (*book open*): How would you describe yourself?
SPEAKER B (*book closed*): confused

1. If a story amazes you, how would you describe the story? How would you describe yourself?
2. If a story depresses you, how would you describe the story? How would you describe yourself?
3. If some work tires you, . . . ?
4. If a movie bores you, . . . ?
5. If a painting interests you, . . . ?
6. If a situation embarrasses you, . . . ?
7. If a book disappoints you, . . . ?
8. If a person fascinates you, . . . ?
9. If an assignment frustrates you, . . . ?
10. If a noise annoys you, . . . ?
11. If an event shocks you, . . . ?
12. If an experience thrills you, . . . ?

☐ **Exercise 43. Listening.** (Chart 11-8)

CD 1
Track 58

Listen to the sentences. Choose the words you hear.

Example: You will hear: Something's wrong with the refrigerator. It's been making an annoying buzz all day.

You will choose: annoy [✓ annoying] annoyed

1. miss missing missed
2. satisfy satisfying satisfied
3. frighten frightening frightened
4. marry marrying married
5. scare scary scared
6. finish finishing finished

☐ Exercise 44. Listening. (Chart 11-8)

Listen to the sentences. Choose the correct completions.

CD 1
Track 59

Example: You will hear: I attended a great lecture last night. It was ____.
You will choose: [✓ fascinating] fascinated

You will hear: The audience listened carefully to the lecture. They were ____.
You will choose: fascinating [✓ fascinated]

1. thrilling thrilled
2. thrilling thrilled
3. shocking shocked
4. shocking shocked
5. delightful delighted
6. delightful delighted
7. confusing confused
8. confusing confused

☐ Exercise 45. Looking at grammar. (Chart 11-8)

Complete the sentences with the present or past participle of the verbs in parentheses.

1. The thief tried to pry open the (*lock*) ____locked____ cabinet.
2. I found myself in an (*embarrass*) ____________ situation last night.
3. The (*injure*) ____________ woman was put into an ambulance.
4. The teacher gave us a (*challenge*) ____________ assignment, but we all enjoyed doing it.
5. The (*expect*) ____________ event did not occur.
6. The invention of the (*print*) ____________ press was one of the most important events in the history of the world.
7. (*Experience*) ____________ travelers pack lightly. They carry little more than necessities.
8. A (*grow*) ____________ child needs a (*balance*) ____________ diet.
9. No one appreciates a (*spoil*) ____________ child.
10. There is an old saying: "Let (*sleep*) ____________ dogs lie." It means "Don't bring up past problems."

11. We had a (*thrill*) ____________________ but hair-raising experience on our backpacking trip into the wilderness.

12. The (*abandon*) ____________________ car was towed away by a tow truck.

13. (*Pollute*) ____________________ water is not safe for drinking.

14. I don't have any furniture of my own. Do you know where I can rent a (*furnish*) ____________________ apartment?

15. The equator is the (*divide*) ____________________ line between the Northern and Southern hemispheres.

16. We all expect our (*elect*) ____________________ officials to be honest.

17. The psychologist spoke to us about some of the (*amaze*) ____________________ coincidences in the lives of twins living apart from each other from birth.

☐ Exercise 46. Let's talk: interview. (Charts 11-5 → 11-7)

Make questions with the given words. Interview two students for each question. Share some of their answers with the class.

1. What \ be \ you \ worried about in today's world?
   → *What are you worried about in today's world?*
2. What \ be \ you \ tired of ?
3. What (or who) \ be \ you \ pleased with?
4. What \ you \ get \ really nervous about?
5. What \ you \ want \ to be \ remembered for?
6. What \ be \ excite \ to you?
7. What \ you \ get excited about?
8. What \ be \ confuse \ to students?
9. What \ be \ you \ confused by?
10. What \ confuse \ to children?

☐ Exercise 47. Listening. (Chapter 11)

CD 1
Track 60

Part I. Listen to the lecture about the early Olympic Games with your book closed. Then open your book and read the statements. Circle "T" for true and "F" for false.

1. The Olympic Games were established so that men and women could compete against one another. T F
2. Greece invited other nations to the games to encourage good relationships among countries. T F
3. The winning athletes were considered heroes. T F

Part II. Listen again. Complete the sentences with the verbs you hear.

The Olympic Games

The Olympic Games ________1________ more than 2,000 years ago in Olympia, a small town in Greece. The games ________2________ for two purposes. One was to showcase the physical qualities and athletic performances of its young men. At that time, only Greek males ________3________ to compete. In fact, women ________4________ to watch the games, and the only spectators were men. The other goal ________5________ to encourage good relationships among Greek cities. People of other nationalities ________6________ to participate.

The winner of each event ________7________ with a wreath made of olive leaves. Additionally, his statue ________8________ in Olympia for all to see. ________9________ athletes ________10________ as heroes when they returned to their cities because with their victory, they ________11________ fame and honor to their hometowns.

☐ Exercise 48. Let's talk. (Chapter 11)

Discuss these questions. Work in small groups or as a class.

1. What is one of the most satisfying experiences in your life?
2. Do you ever get stressed? What stresses you?
3. Are you concerned about global warming? Why or why not?
4. What things in your daily life do you sometimes get tired of doing?
5. We all want to accomplish good things in our life and be good people. After you're gone, how do you want to be remembered?

☐ Exercise 49. Let's talk or write. (Chapter 11)

Discuss and/or write about one or more of the topics.

Topics:

1. *Athletes as Heroes*
   What are the most popular sports in your country and who are today's sports heroes? Who were your sports heroes (if any) when you were a child? How are athletes viewed by the general public in your country? Do you feel athletes are important role models for children?

2. *Men's vs. Women's Sports*
   When you were growing up, were girls' sports and boys' sports considered to be of equal importance in your school? Traditionally, women's sports have been viewed as less significant than men's sports, but today men's and women's sports are treated equally in the Olympics. Do you feel that women's sports are as valuable and entertaining as men's sports? If you are a fan of one but not the other, why?

3. *International Competition*
Sports are competitive activities with winners and losers, yet the modern Olympics can be seen as valuable in creating international understanding and cooperation. What do you feel is the value (if any) of international sports competitions such as the Olympics?

☐ Exercise 50. Check your knowledge. (Chapter 11)

Correct the errors.

1. I am ~~interesting~~ interested in his ideas.
2. Two people got hurted in the accident and were took to the hospital by an ambulance.
3. The movie was so bored that we fell asleep after an hour.
4. The students helped by the clear explanation that the teacher gave.
5. The winner of the race hasn't been announcing yet.
6. When and where has the automobile invented?
7. My brother and I have always been interesting in learning more about our family tree.*
8. I am not agree with you, and I don't think you'll ever convince me.
9. It was late, and I was getting very worry about my mother.
10. Many strange things were happened last night.
11. I didn't go to dinner with them because I had already been eaten.
12. In class yesterday, I was confusing. I didn't understand the lesson.
13. When we were children, we are very afraid of caterpillars. Whenever we saw one of these monsters, we were run to our house before the caterpillars could attack us. I still get scare when I saw a caterpillar close to me.
14. One day, while the old man was cutting down a big tree near the stream, his axe was fallen into the river. He sat down and begin to cry because he does not have enough money to buy another axe.

**family tree* = a genealogical diagram that shows how family members are related; each generation is represented by a new "branch" of the tree.

Chapter 12

Noun Clauses

☐ **Exercise 1. Warm-up.** (Chart 12-1)
Check (✓) the complete sentences.

1. ✓ Jin studies business.
2. ___ What does Jin study?
3. ___ What Jin studies?
4. ___ What Jin studies is business.
5. ___ His books.
6. ___ I don't know how much his books cost.
7. ___ How much his books cost?
8. ___ How much do his books cost?

12-1 Introduction

independent clause (a) Sue lives in Tokyo. independent clause (b) Where does Sue live?	A clause is a group of words containing a subject and a verb.* An INDEPENDENT CLAUSE (or *main clause*) is a complete sentence. It contains the main subject and verb of a sentence. Examples (a) and (b) are complete sentences. Example (a) is a statement; (b) is a question.
dependent clause (c) where Sue lives	A DEPENDENT CLAUSE (or *subordinate clause*) is not a complete sentence. Example (c) is a dependent clause.
noun clause (d) I know *where Sue lives.*	Example (d) is a complete sentence, with a main subject (***I***) and verb (***know***) followed by a dependent clause. ***Where Sue lives*** is called a *noun clause.*
S V O (e) I **know** *what he said.* S V (f) *What he said* **is** true.	A NOUN CLAUSE has the same uses in a sentence as a noun: it is used as an object or a subject. In (e): The noun clause is the object of the verb ***know***. In (f): The noun clause is the subject of the verb ***is***.

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*A *phrase* is a group of words that does NOT contain a subject and a verb.

☐ Exercise 2. Looking at grammar. (Chart 12-1)

Underline the noun clause in each sentence. Some sentences do not have one.

1. I couldn't hear what the teacher said.
2. What did the teacher say? (*no noun clause*)
3. No one knows where Tom went.
4. Where Tom went is a secret.
5. What does Nancy want?
6. We need to know what Nancy wants.

☐ Exercise 3. Looking at grammar. (Chart 12-1)

Add punctuation and capitalization. Underline the noun clauses.

1. Where did Sara go did she go home → *Where did Sara go? Did she go home?*
2. I don't know where Sara went → *I don't know where Sara went.*
3. What does Alex need do you know
4. Do you know what Alex needs
5. What Alex needs is a new job
6. We talked about what Alex needs
7. What do you need did you talk to your parents about what you need
8. My parents know what I need

☐ Exercise 4. Looking at grammar. (Chart 12-1)

Are these sentences true for you? Circle *yes* or *no*. Discuss your answers.

1. What my family thinks of me is very important to me.	yes	no
2. I always pay attention to what other people think of me.	yes	no
3. Where we live is exciting.	yes	no
4. Where we live is expensive.	yes	no
5. I think how most celebrities behave is admirable.	yes	no
6. I usually don't believe what I read in advertisements.	yes	no

☐ Exercise 5. Warm-up. (Chart 12-2)

Choose the correct sentences.

1. Where does Brad live?
   a. I'm not sure where he lives.
   b. I'm not sure where does he live.

2. I'm looking for Brad.
   a. Could you tell me where is Brad?
   b. Could you tell me where Brad is?

12-2 Noun Clauses Beginning with a Question Word

Question	Noun Clause	
Where does she live? What did he say? When do they arrive?	(a) I don't know *where she lives*. (b) I couldn't hear *what he said*. (c) Do you know *when they arrive*?	In (a): ***where she lives*** is the object of the verb ***know***. In a noun clause, the subject precedes the verb. Do not use question word order in a noun clause. Notice: ***does***, ***did***, and ***do*** are used in questions but not in noun clauses. See Appendix Chart B-2 for more information about question words and question forms.
S V Who lives there? Who is at the door?	S V (d) I don't know *who lives there*. (e) I wonder *who is at the door*.	In (d) and (e): The word order is the same in both the question and the noun clause because ***who*** is the subject in both.
V S Who are those men? Whose house is that?	S V (f) I don't know *who those men are*. (g) I wonder *whose house that is*.	In (f): ***those men*** is the subject of the question, so it is placed in front of the verb ***be*** in the noun clause.*
What did she say? What should they do?	(h) *What she said* surprised me. S V (i) *What they should do* is obvious.	In (h): ***What she said*** is the subject of the sentence. Notice in (i): A noun clause subject takes a singular verb (e.g., ***is***).

*COMPARE: *Who **is** at the door?* = ***who*** is the subject of the question.
*Who **are*** those men? = ***those men*** is the subject of the question, so ***be*** is plural.

☐ Exercise 6. Looking at grammar. (Chart 12-2)

Change each question in parentheses to a noun clause.

1. (*How old is he?*) I don't know ______how old he is______.
2. (*What was he talking about?*) ____________________ was interesting.
3. (*Where do you live?*) Please tell me ____________________.
4. (*Where did she go?*) ____________________ is none of your business.
5. (*When are they coming?*) Do you know ____________________?

6. (*Which one does he want?*) Let's ask him ______________________________.

7. (*What happened?*) I don't know ______________________________.

8. (*Who opened the door?*) I don't know ______________________________.

9. (*Why did they leave the country?*) ______________________________ is a secret.

10. (*What are we doing in class?*) ______________________________ is easy.

11. (*Who are those people?*) I don't know ______________________________.

12. (*Whose pen is this?*) Do you know ______________________________?

☐ Exercise 7. Looking at grammar. (Chart 12-2)

Change the questions to noun clauses. Begin with ***Can you tell me***.

Example: What time does the computer lab close?
→ *Can you tell me what time the computer lab closes?*

1. How is this word pronounced?
2. What does this mean?
3. What was my grade?
4. Who am I supposed to talk to?
5. When is our next assignment due?
6. How much time do we have for the test?
7. When do classes end for the year?
8. Where is our class going to meet?

☐ Exercise 8. Let's talk. (Chart 12-2)

Speaker A asks a question. Speaker B responds beginning with ***I don't know*** OR ***I wonder***. Use the names of your classmates. Work in pairs, in groups, or as a class.

Example: Where is (_____)?
SPEAKER A (*book open*): Where is Marco?
SPEAKER B (*book closed*): I don't know where Marco is. OR I wonder where Marco is.

1. Where does (_____) live?
2. What country is (_____) from?
3. How long has (_____) been living here?
4. What is (_____) telephone number?
5. Where is the post office?
6. How far is it to the South Pole?
7. What kind of watch does (_____) have?
8. Why was (_____) absent yesterday?
9. What is (_____) favorite color?

(*Change roles if working in pairs.*)

10. How long has (_____) been married?
11. Why are we doing this exercise?
12. Who turned off the lights?
13. Where are you going to eat lunch/dinner?
14. Where did (_____) go after class yesterday?
15. Why is (_____) smiling?
16. How often does (_____) go to the library?
17. Whose book is that?
18. How much did that book cost?

☐ Exercise 9. Looking at grammar. (Chart 12-2)

Make questions from the given sentences. The words in parentheses should be the answer to the question you make. Begin with a question word (***who, what, how, when, where, why***). Then change the question to a noun clause.

1. Tom will be here (*next week*).

QUESTION: *When will Tom be here?*

NOUN CLAUSE: Please tell me *when Tom will be here.*

2. He is coming (*because he wants to visit his friends*).

QUESTION: ______________________________

NOUN CLAUSE: Please tell me ______________________________

3. He'll be on flight (*645, not flight 742*).

QUESTION: ______________________________

NOUN CLAUSE: Please tell me ______________________________

4. (*Jim Hunter*) is going to meet him at the airport.

QUESTION: ______________________________

NOUN CLAUSE: Please tell me ______________________________

5. Jim Hunter is (*his roommate*).

QUESTION: ______________________________

NOUN CLAUSE: Please tell me ______________________________

6. He lives (*on Riverside Road in Columbus, Ohio, USA*).

QUESTION: ______________________________

NOUN CLAUSE: Please tell me ______________________________

7. He was (*in Chicago*) last week.

QUESTION: ______________________________

NOUN CLAUSE: Please tell me ______________________________

8. He has been working for Sony Corporation (*since 2000*).

QUESTION: ______________________________

NOUN CLAUSE: Do you know ______________________________

9. He has (*a Sony*) computer at home.

QUESTION: ______________________________

NOUN CLAUSE: Do you know ______________________________

❑ **Exercise 10. Looking at grammar.** (Chart 12-2)
Complete each sentence with the words in parentheses. Use any appropriate verb tense. Some of the completions contain noun clauses, and some contain questions.

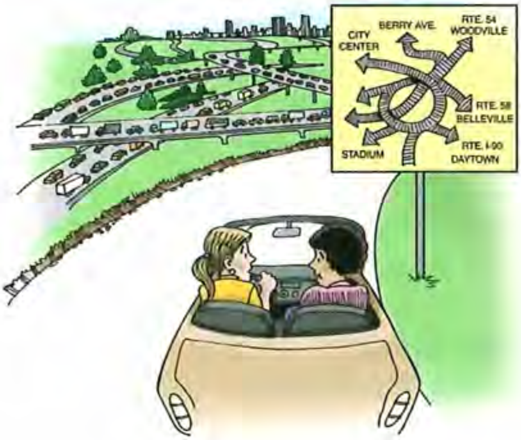
1. A: Where (*Ruth, go*) ____did Ruth go____? She's not in her room.
   B: I don't know. Ask her friend Tina. She might know where (*Ruth, go*) ____Ruth went____.

2. A: Oops! I made a mistake. Where (*my eraser, be*) __________________? Didn't I lend it to you?
   B: I don't have it. Ask Sally where (*it, be*) ______________. I think I saw her using it.

3. A: The door isn't locked! Why (*Franco, lock, not*) __________________ it before he left?*
   B: Why ask me? How am I supposed to know why (*he, lock, not*) ______________ ______________ it? Maybe he just forgot.

4. A: Mr. Lee is a recent immigrant, isn't he? How long (*he, be*) ______________ in this country?
   B: I have no idea, but I'll be seeing Mr. Lee this afternoon. Would you like me to ask him how long (*he, be*) ______________ here?

5. A: Help! Quick! Look at that road sign! Which road (*we, be supposed*) ______________ ______________ to take?
   B: Don't look at me! You're the driver. I don't know which road (*we, be supposed*) ________________________ to take. I've never been here before.



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*Word order in negative questions:
Usual: *Why didn't you call me?* (with *did* + *not* contracted)
Very formal: *Why did you not call me?*

☐ Exercise 11. Listening. (Chart 12-2)

Listen to the dialogues. Choose the completions you hear.

CD 2
Track 1

1. a. how far it is.
   b. How far is it?

2. a. how far it is.
   b. How far is it?

3. a. why we watched the whole thing.
   b. Why did we watch the whole thing?

4. a. why you watched it.
   b. why did you watch it?

5. a. how old she is.
   b. How old is she?

6. a. how this word is pronounced.
   b. How is this word pronounced?

7. a. what the problem is.
   b. what is the problem?

☐ Exercise 12. Let's talk: interview. (Chart 12-2)

Ask your classmates if they can answer questions based on the given information. Begin with ***Do you know*** followed by a question word (***who, what, when, where, how many, how long, how far***). If no one in the class knows the answer to a question, research the answer. Share any information you get with the rest of the class.

Example: the shortest month of the year
SPEAKER A: Do you know *what* the shortest month of the year is?
SPEAKER B: Yes. It's February. OR No, I don't know what the shortest month is.

1. the number of minutes in 24 hours
2. the year the first man walked on the moon
3. the winner of the Nobel Peace Prize last year
4. the place Buddha was born
5. the distance from the earth to the sun
6. the time it takes for the moon to rotate around the earth

☐ Exercise 13. Warm-up. (Chart 12-3)

Underline the noun clauses. What words are added when a yes/no question is changed to a noun clause?

QUESTION: Has the mail arrived?
NOUN CLAUSE: I wonder if the mail has arrived.
I wonder whether the mail has arrived.
I wonder whether or not the mail has arrived.
I wonder whether the mail has arrived or not.
I wonder if the mail has arrived or not.

12-3 Noun Clauses Beginning with *Whether* or *If*

Yes/No Question	Noun Clause	
Will she come? Does he need help?	(a) I don't know *whether she will come.* I don't know *if she will come.* (b) I wonder *whether he needs help.* I wonder *if he needs help.*	When a yes/no question is changed to a noun clause, ***whether*** or ***if*** is used to introduce the clause. NOTE: ***Whether*** is more common than ***if*** in formal English. Both ***whether*** and ***if*** are commonly used in speaking.
	(c) I wonder *whether or not* she will come. (d) I wonder *whether* she will come *or not.* (e) I wonder *if* she will come *or not.*	In (c), (d), and (e): Notice the patterns when ***or not*** is used.
	(f) *Whether she comes or not* is unimportant to me.	In (f): Notice that the noun clause is in the subject position.

☐ Exercise 14. Looking at grammar. (Chart 12-3)

Complete the sentences by changing the questions to noun clauses.

SITUATION: You're at the office.

Example: Let me know if . . .
Did you finish the sales report? → *Let me know if you finished the sales report.*

Let me know if . . .
1. Is the financial report ready?
2. Will it be ready tomorrow?
3. Does the copy machine need paper?
4. Is someone waiting for me?
5. Do we need anything for the meeting?
6. Are you going to be there?

Please check whether . . .
7. Did they get my message?
8. Is the copy machine working?
9. Is there any paper left?
10. Is this information correct?
11. Did the fax come in?
12. Are we going to have Monday off?

☐ Exercise 15. Let's talk. (Chart 12-3)

Speaker A asks a question. Speaker B responds beginning with ***I wonder***. Work in pairs, in small groups, or as a class.

Example:
SPEAKER A (*book open*): Does Anna need any help?
SPEAKER B (*book closed*): I wonder whether/if Anna needs any help.

1. Where is Tom?
2. Should we wait for him?
3. Is he having trouble?
4. When was the first book written?
5. What causes earthquakes?
6. How long does a butterfly live?

(Change roles if working in pairs.)
7. Whose dictionary is this?
8. Does it belong to William?
9. Why did dinosaurs become extinct?
10. Is there life on other planets?
11. How did life begin?
12. Will people live on the moon someday?

☐ Exercise 16. Let's talk: interview. (Chart 12-3)

Interview students in your class. Ask each one a different question. Begin with ***Can/Could you tell me***. Share a few of your answers with the class.

1. Have you ever won a prize? What?
2. Have you ever played a joke on someone? Describe it.
3. Have you ever stayed up all night? Why?
4. Have you ever felt embarrassed? Why?
5. Have you ever been in an earthquake? Where? When?
6. Do you have a talent like singing or dancing (*or something else*)? What?
7. Are you enjoying this interview? Why or why not?

☐ Exercise 17. Let's talk: pairwork. (Charts 12-1 → 12-3)

Work with a partner to create short dialogues. Partner A asks a question. Partner B answers the question beginning with the words in *italics*.

Situation: You're late for school. You need help finding your things.

Example: I don't know . . . .
Where are my glasses?
Partner A (*book open*): Where are my glasses?
Partner B (*book closed*): I don't know where your glasses are.

Situation 1: You're late for work.

I don't know . . . .

1. Where did I leave my keys?
2. Where did I put my shoes?
3. Where's my other sock?
4. What did I do with my briefcase?

Situation 2: You have a new neighbor.

I'll find out . . . .

5. Where's he from?
6. What does he do?
7. Where does he work?
8. Would he like to come to dinner?

Change roles.

Situation 3: You're at a tourist center.

Let's ask . . . .

9. Where is the bus station?
10. How much does the city bus cost?
11. Do the city buses carry bikes?
12. Is this bus schedule correct?

We need to figure out . . . .

13. How far is it from here to town?
14. How much does it cost to take a taxi from here to downtown?
15. How can we get our money changed here?

☐ Exercise 18. Looking at grammar. (Charts 12-1 → 12-3)

Correct the errors.

1. Please tell me what ~~is your name~~ your name is.
2. No one seems to know when will Maria arrive.
3. I don't know what does that word mean.
4. I wonder does the teacher know the answer?
5. I'll ask her would she like some coffee or not.

6. Be sure to tell the doctor where does it hurt.

7. Why am I unhappy is something I can't explain.

8. Nobody cares do we stay or leave.

9. I need to know who is your teacher.

10. I don't understand why is the car not running properly.

11. My young son wants to know where do the stars go in the daytime?

☐ Exercise 19. Let's talk. (Charts 12-1 → 12-3)

Work in small groups. What would you say in each situation? Use noun clauses.

Example: Someone asks you about the time the mail comes. You're not sure.
Possible answers: I'm not sure what time the mail comes.
I don't know when the mail is supposed to be here.
Etc.

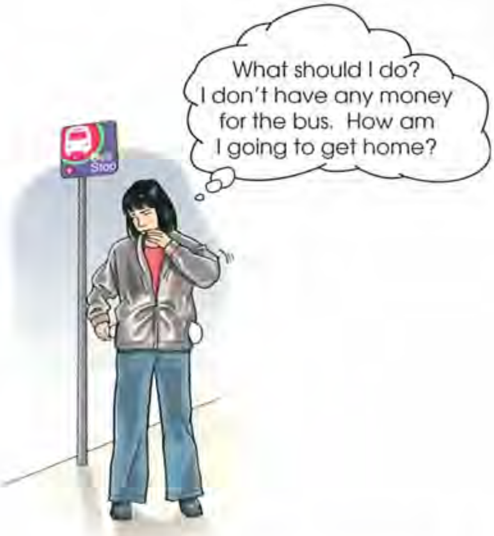
1. You see a restaurant. You can't tell if it's open yet. You ask a man standing outside.
2. You were absent yesterday. You want to know the homework. You ask another student.
3. Someone asks you the date. You don't know, but you tell them you'll find out.
4. Someone asks you about the weather tomorrow. Is it supposed to be sunny? You haven't heard.
5. You're at a clothing store. You're buying a coat and want to know about the return policy. How many days do you have to return it? You ask a salesperson.
6. Your friend asks you if you want to go to a movie or get a DVD to watch at home. Both sound good to you. You tell your friend you don't care which you do.
7. You have a late fee on your bill. You want to know why. You call the company and ask.
8. You are planning a hiking trip with a friend. This friend wants to bring his dog and asks you if it is okay. It doesn't matter to you.

☐ Exercise 20. Warm-up. (Chart 12-4)

Complete the second sentence of each pair with an infinitive. Use ***to get*** or ***to do***. Is the meaning in each pair the same or different?

1. a. Susan doesn't know what she should do.
   b. Susan doesn't know what ______________.

2. a. She needs to figure out how she will get home.
   b. She needs to figure out how ______________ home.


What should I do?
I don't have any money for the bus. How am I going to get home?
Stop

12-4 Question Words Followed by Infinitives

(a) I don't know *what I should do.* (b) I don't know ***what to do.***	Question words (***when, where, how, who, whom, whose, what, which,*** and ***whether***) may be followed by an infinitive.
(c) Pam can't decide *whether she should go or stay home.* (d) Pam can't decide ***whether to go or (to) stay home.***	Each pair of sentences in the examples has the same meaning.
(e) Please tell me *how I can get to the bus station.* (f) Please tell me ***how to get to the bus station.***	Notice that the meaning expressed by the infinitive is either ***should*** or ***can/could.***
(g) Jim told us *where we could find it.* (h) Jim told us ***where to find it.***	

☐ Exercise 21. Looking at grammar. (Chart 12-4)

Make sentences with the same meaning by using infinitives.

1. Sally told me when I should come. → *Sally told me when to come.*
2. The plumber told me how I could fix the leak in the sink.
3. Please tell me where I should meet you.
4. Robert had a long excuse for being late for their date, but Sandy didn't know whether she should believe him or not.
5. Jim found two shirts he liked, but he had trouble deciding which one he should buy.
6. I've done everything I can think of to help Andy get his life straightened out. I don't know what else I can do.

☐ Exercise 22. In your own words. (Chart 12-4)

Complete the sentences with your own words. Use infinitives in your completions.

1. A: I can't decide ___*what to wear*___ to the reception.
   B: How about your green suit?

2. A: Where are you going to live when you go to the university?
   B: I'm not sure. I can't decide whether ________________ or ________________.

3. A: Do you know how ________________?
   B: No, but I'd like to learn.

4. A: I don't know what ________________ for her birthday. Got any ideas?
   B: How about a book?

5. My cousin has a dilemma. He can't decide whether ________________ or ________________. What do you think he should do?

6. Before you leave on your trip, read this tour book. It tells you where ________________ and how ________________.

☐ Exercise 23. Warm-up. (Chart 12-5)

Check (✓) the grammatically correct sentences.

1. ___✓___ We know *that the planets revolve around the sun.*
2. ______ Centuries ago, people weren't aware *that the planets revolved around the sun.*
3. ______ *That the planets revolve around the sun* is now a well-known fact.
4. ______ Is clear *that the planets revolve around the sun.*

12-5 Noun Clauses Beginning with *That*

Verb + *That*-Clause

(a) I **think** *that Bob will come.* (b) I **think** *Bob will come.*	In (a): ***that Bob will come*** is a noun clause. It is used as the object of the verb ***think***. The word ***that*** is usually omitted in speaking, as in (b). It is usually included in formal writing. See the list below for verbs commonly followed by a *that*-clause.

agree that
believe that
decide that
discover that
explain that

feel that
find out that
forget that
hear that
hope that

know that
learn that
notice that
promise that
read that

remember that
say that
tell someone that
think that
understand that

Person + *Be* + Adjective + *That*-Clause

(c) **Jan is happy** (*that*) *Bob called.*	*That*-clauses commonly follow certain adjectives, such as *happy* in (c), when the subject refers to a person (or persons). See the list below.

I'm *afraid* that*
I'm *amazed* that
I'm *angry* that
I'm *aware* that

Al is *certain* that
Al is *confident* that
Al is *disappointed* that
Al is *glad* that

We're *happy* that
We're *pleased* that
We're *proud* that
We're *relieved* that

Jan is *sorry* that
Jan is *sure* that
Jan is *surprised* that
Jan is *worried* that

It + *Be* + Adjective + *That*-Clause

(d) **It is clear** (*that*) *Ann likes her new job.*	*That*-clauses commonly follow adjectives in sentences that begin with ***it*** + **be**, as in (d). See the list below.

It's *amazing* that
It's *clear* that
It's *good* that
It's *important* that

It's *interesting* that
It's *likely* that
It's *lucky* that
It's *nice* that

It's *obvious* that
It's *possible* that
It's *strange* that
It's *surprising* that

It's *true* that
It's *undeniable* that
It's *well-known* that
It's *wonderful* that

That-Clause Used as a Subject

(e) *That Ann likes her new job* is clear.	It is possible but uncommon for *that*-clauses to be used as the subject of a sentence, as in (e). The word ***that*** is not omitted when the *that*-clause is used as a subject.
(f) *The fact* (*that*) *Ann likes her new job* is clear. (g) *It is a fact* (*that*) *Ann likes her new job.*	More often, a *that*-clause in the subject position begins with ***the fact that***, as in (f), or is introduced by ***it is a fact***, as in (g).

**To be afraid* has two possible meanings:

(1) It can express fear: *I'm afraid of dogs. I'm afraid that his dog will bite me.*

(2) It often expresses a meaning similar to "to be sorry": *I'm afraid that I can't accept your invitation. I'm afraid you have the wrong number.*

☐ Exercise 24. In your own words. (Chart 12-5)

Complete the sentences with your own words.

1. I recently heard on the news that . . . .
2. When I was young, I found out that . . . .
3. I sometimes forget that . . . .
4. All parents hope that . . . .
5. Most people in my country believe that . . . .
6. Do you feel that . . . ?
7. I recently read that . . . .
8. Scientists have discovered that . . . .
9. Students understand that . . . .
10. Have you noticed that . . . ?

☐ Exercise 25. Let's talk: interview. (Chart 12-5)

Interview your classmates. Ask each one a different question. Their answers should follow this pattern: ***I'm*** + *adjective* + ***that****-clause.*

Example: What is something in your life that you're glad about?
→ *I'm glad that my family is supportive of me.*

1. What is something that disappointed you in the past?
2. What is something that annoys you?
3. What is something about your friends that pleases you?
4. What is something about nature that amazes you?
5. What is something about another culture's traditions that surprises you?
6. What is something that you are afraid will happen in the future?
7. What is something about your future that you are sure of?

☐ Exercise 26. Looking at grammar. (Chart 12-5)

Make noun clauses using ***it*** and any appropriate word(s) from the list. Make an equivalent sentence by using a *that*-clause as the subject.

apparent
clear
a fact
obvious
a pity
a shame
strange
surprising
too bad
true
unfair
unfortunate
a well-known fact

1. The world is round.
   → *It is a fact that the world is round.*
   → *That the world is round is a fact.*
2. Tim hasn't been able to make any friends.
3. The earth revolves around the sun.
4. Exercise can reduce heart disease.
5. Drug abuse can ruin one's health.
6. Some women do not earn equal pay for equal work.
7. Irene, who is an excellent student, failed her entrance examination.
8. English is the principal language of business throughout much of the world.

☐ Exercise 27. Game. (Chart 12-5)

Work in teams. Agree or disagree with the given statements. If you think the statement is true, begin with ***It's a fact that***. If you think the statement is false, begin with ***It isn't true that***. If you're not sure, guess. Choose one person to write your team's statements. The team with the most correct statements wins.*

1. ____*It's a fact that*____ most spiders have eight eyes.
2. ____*It isn't true that*____ some spiders have twelve legs.
3. ________________ more males than females are colorblind.
4. ________________ people's main source of vitamin D is fruit.
5. ________________ the Great Wall of China took more than 1,000 years to build.
6. ________________ twenty-five percent of the human body is water.
7. ________________ a substance called chlorophyll makes plant leaves green.
8. ________________ the World Wide Web went online in 2000.
9. ________________ elephants have the longest pregnancy of any land animal.
10. ________________ the first wheels were made out of stone.
11. ________________ a diamond is the hardest substance found in nature.

☐ Exercise 28. Looking at grammar. (Chart 12-5)

A *that*-clause is frequently used with ***the fact***. Combine the sentences. Introduce each noun clause with ***The fact that***.

1. Ann was late. *That* didn't surprise me.
   → *The fact that Ann was late didn't surprise me.*
2. Rosa didn't come. *That* made me angry.
3. Many people in the world live in intolerable poverty. *That* must concern all of us.
4. I was supposed to bring my passport to the exam for identification. I was not aware of *that*.
5. The people of the town were given no warning of the approaching tornado. Due to *that*, there were many casualties.

☐ Exercise 29. Looking at grammar. (Chart 12-5)

Restate the sentences. Begin with ***The fact that***.

1. It's understandable that you feel frustrated.
   → *The fact that you feel frustrated is understandable.*
2. It's undeniable that traffic is getting worse every year.
3. It's unfortunate that the city has no funds for the project.
4. It's obvious that the two leaders don't respect each other.
5. It's a miracle that there were no injuries from the car accident.

---

*Only the teacher should look at the answers, which can be found in the Answer Key for Chapter 12.

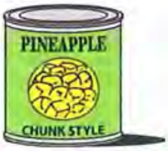
☐ Exercise 30. Let's talk. (Chart 12-5)

Work in small groups. Do you agree or disagree with the statements? Circle *yes* or *no*.

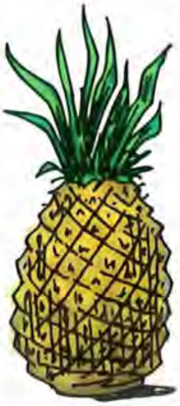
1. It's undeniable that smoking causes cancer. yes no
2. It's a well-known fact that young boys are more aggressive than young girls. yes no
3. It's unfortunate that people eat meat. yes no
4. It's true that women are more nurturing than men. yes no
5. That someday all countries in the world will live in peace is unlikely. yes no
6. That governments need to pay more attention to global warming is a fact. yes no
7. It's clear that life is easier now than it was 100 years ago. yes no
8. That technology has given us more free time is clearly true. yes no

☐ Exercise 31. Reading comprehension. (Chart 12-5)

Part I. Read the article.



canned



fresh

Canned vs. Fresh: Which Is Better?

Do you avoid eating canned fruits and vegetables because you think they may be less nutritious than fresh fruits and vegetables? Do you think they might be less healthy? For many people, the idea of eating canned fruits or vegetables is really not very appealing, and they would rather buy fresh produce. But what are the differences between canned and fresh produce? Let's take a look at the two.

Many people are surprised to hear that canned food can have as many nutrients as fresh. This is true because the fruits and vegetables are put into the cans shortly after being picked. Because the food is canned so quickly, the nutritional content is locked in. Food in a can will stay stable for two years.

Fresh produce, on the other hand, may need to be transported. This can take up to two weeks. Fresh produce will continue to lose important nutrients until it is eaten. The sooner you can eat fresh produce, the more nutritious it will be.

There are also advantages to some fruits when they are first cooked and then canned. Tomatoes, for instance, have a substance called lycopene. This is a cancer-fighting ingredient that is found in cooked tomatoes. Fresh tomatoes do not have a significant amount of lycopene. It is better to eat tomato sauce from a can rather than fresh tomato sauce if you want to have lycopene in your diet.

Of course, there are disadvantages to canned foods. They tend to have a higher salt and sugar content. People who need to watch their salt or sugar intake should try to find cans low in salt or sugar. Also, because the canning process requires heat, some loss of vitamin C may occur, but most essential nutrients remain stable.

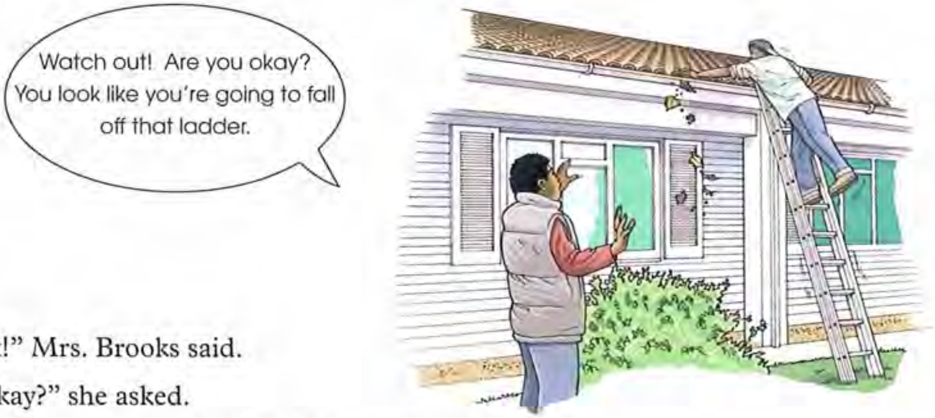
Finally, there is the issue of taste. For many, there is no comparison between the taste of fresh fruits and vegetables versus canned. No matter what the benefits of canning, some people refuse to eat anything that isn't fresh. How about you? Which do you prefer?

Part II. Read the statements. Circle "T" for true and "F" for false.

1. According to the article, it's surprising to many people that canned produce can be as nutritious as fresh produce. T F
2. It's a fact that food in a can will last for two years. T F
3. It's a well-known fact that canned tomatoes contain a cancer-fighting ingredient. T F
4. That fresh produce and canned produce taste the same is undeniable. T F
5. It's obvious that the writer believes canned food is better than fresh. T F

☐ Exercise 32. Warm-up. (Chart 12-6)

Read the words in the picture. Then look at the quoted speech below it. Circle the quotation marks. Is the punctuation inside or outside the quotation marks? In item 3, what do you notice about the punctuation?


Watch out! Are you okay? You look like you're going to fall off that ladder.

1. "Watch out!" Mrs. Brooks said.
2. "Are you okay?" she asked.
3. "You look like you're going to fall off that ladder," she said.

12-6 Quoted Speech

Quoted speech refers to reproducing words exactly as they were originally spoken.* Quotation marks ("...") are used.**

Quoting One Sentence

(a) She said, "*My* brother is a student."	In (a): Use a comma after ***she said***. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.
(b) "My brother is a student," she said. (c) "My brother," she said, "*is* a student."	In (b): Use a comma, not a period, at the end of the quoted sentence when it precedes ***she said***. In (c): If the quoted sentence is divided by ***she said***, use a comma after the first part of the quote. Do not capitalize the first word after ***she said***.

Quoting More Than One Sentence

(d) "My brother is a student. He is attending a university," she said.	In (d): Quotation marks are placed at the beginning and end of the complete quote. Notice: There are no quotation marks after ***student***.
(e) "My brother is a student," she said. "*He* is attending a university."	In (e): Since ***she said*** comes between two quoted sentences, the second sentence begins with quotation marks and a capital letter.

Quoting a Question or an Exclamation

(f) She asked, "When will you be here?"	In (f): The question mark is inside the closing quotation marks.
(g) "When will you be here?" she asked.	In (g): Since a question mark is used, no comma is used before *she asked*.
(h) She said, "Watch out!"	In (h): The exclamation point is inside the closing quotation marks.
(i) "My brother is a student," *said Anna*. "My brother," *said Anna*, "is a student."	In (i): The noun subject (***Anna***) follows ***said***. A noun subject often follows the verb when the subject and verb come in the middle or at the end of a quoted sentence. NOTE: A pronoun subject almost always precedes the verb. *"My brother is a student,"* ***she said***. VERY RARE: *"My brother is a student,"* ***said she***.
(j) "Let's leave," *whispered* Dave. (k) "Please help me," *begged* the unfortunate man. (l) "Well," Jack *began*, "it's a long story."	*Say* and *ask* are the most commonly used quote verbs. Some others: *add, agree, announce, answer, beg, begin, comment, complain, confess, continue, explain, inquire, promise, remark, reply, respond, shout, suggest, whisper.*

**Quoted speech* is also called "direct speech." *Reported speech* (discussed in Chart 12-7) is also called "indirect speech."

**In British English, quotation marks are called "inverted commas" and can consist of either double marks (") or a single mark ('): *She said, 'My brother is a student'.*

☐ Exercise 33. Looking at grammar. (Chart 12-6)

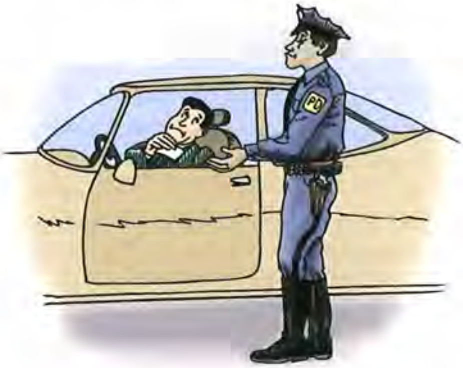
Add punctuation and capitalization.

1. Henry said   there is a phone call for you
2. There is a phone call for you   he said
3. There is   said Henry a phone call for you
4. There is a phone call for you   it's your sister   said Henry
5. There is a phone call for you   he said   it's your sister
6. I asked him   where is the phone
7. Where is the phone   she asked
8. Stop the clock   shouted the referee   we have an injured player
9. Who won the game   asked the spectator
10. I'm going to rest for the next three hours   she said   I don't want to be disturbed

    That's fine   I replied   you get some rest   I'll make sure no one disturbs you

☐ Exercise 34. Looking at grammar. (Chart 12-6)

Add punctuation and capitalization. Notice that a new paragraph begins each time the speaker changes.



When the police officer came over to my car, he said   let me see your driver's license, please

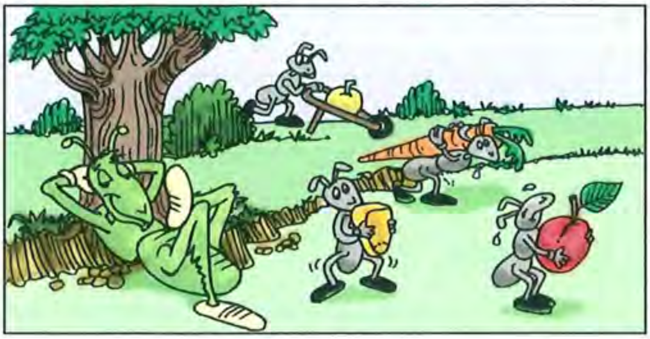
What's wrong, Officer   I asked   was I speeding

No, you weren't speeding   he replied   you went through a red light at the corner of Fifth Avenue and Main Street   you almost caused an accident

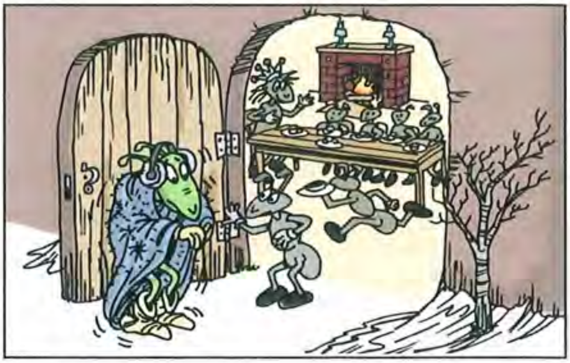
Did I really do that   I said   I didn't see a red light

☐ Exercise 35. Let's write. (Chart 12-6)

Write fables using quoted speech.



Summer

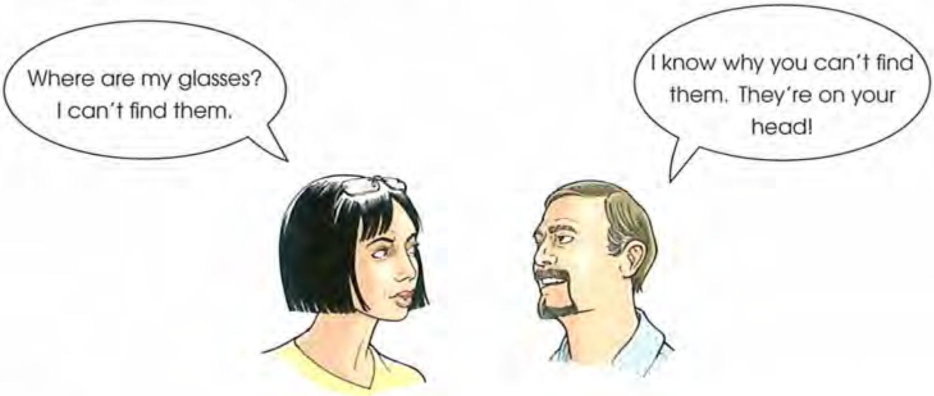


Winter

1. In fables, animals have the power of speech. Discuss what is happening in the illustrations of the grasshopper and the ants. Then write a fable based on the illustrations. Use quoted speech in your fable. Read your fable to a partner or small group.
2. Write a fable that is well known in your country. Use quoted speech.

☐ Exercise 36. Warm-up. (Chart 12-7)

Read the conversation between Mr. and Mrs. Cook. Then read the description. What do you notice about the verbs in blue?


Where are my glasses? I can't find them.
I know why you can't find them. They're on your head!

DESCRIPTION:

Mr. Cook *said* he knew why Mrs. Cook couldn't find her glasses. He *told* her that they were on her head.

12-7 Reported Speech: Verb Forms in Noun Clauses

Quoted Speech	Reported Speech	
(a) “I *watch* TV every day.”	→ She said she ***watched*** TV every day.	*Reported speech* refers to using a noun clause to report what someone has said. No quotation marks are used. If the reporting verb (the main verb of the sentence, e.g., *said*) is simple past, the verb in the noun clause will usually also be in a past form, as in these examples.
(b) “I *am watching* TV.”	→ She said she ***was watching*** TV.	
(c) “I *have watched* TV.”	→ She said she ***had watched*** TV.	
(d) “I *watched* TV.”	→ She said she ***had watched*** TV.	
(e) “I *had watched* TV.”	→ She said she ***had watched*** TV.	
(f) “I *will watch* TV.”	→ She said she ***would watch*** TV.	
(g) “I *am going to watch* TV.”	→ She said she ***was going to watch*** TV.	
(h) “I *can watch* TV.”	→ She said she ***could watch*** TV.	
(i) “I *may watch* TV.”	→ She said she ***might watch*** TV.	
(j) “I *must watch* TV.”	→ She said she ***had to watch*** TV.	
(k) “I *have to watch* TV.”	→ She said she ***had to watch*** TV.	
(l) “I *should watch* TV.”	→ She said she ***should watch*** TV.	In (l): ***should, ought to***, and ***might*** do not change.
“I *ought to watch* TV.”	→ She said she ***ought to watch*** TV.	
“I *might watch* TV.”	→ She said she ***might watch*** TV.	
(m) Immediate reporting: — What did the teacher just say? I didn't hear him. — He said he ***wants*** us to read Chapter 6.		Changing verbs to past forms in reported speech is common in both speaking and writing. However, sometimes in spoken English, no change is made in the noun clause verb, especially if the speaker is reporting something immediately or soon after it was said.
(n) Later reporting: — I didn't go to class yesterday. Did Mr. Jones give any assignments? — Yes. He said he ***wanted*** us to read Chapter 6.		
(o) “The world *is* round.”	→ She said the world ***is*** round.	Also, sometimes the present tense is retained even in formal English when the reported sentence deals with a general truth, as in (o).
(p) “I *watch* TV every day.”	→ She ***says*** she ***watches*** TV every day.	When the reporting verb is simple present, present perfect or future, the noun clause verb is not changed.
(q) “I *watch* TV every day.”	→ She ***has said*** that she ***watches*** TV every day.	
(r) “I *watch* TV every day.”	→ She ***will say*** that she ***watches*** TV every day.	
(s) “*Watch* TV.”	→ She ***told*** me ***to watch*** TV.*	In reported speech, an imperative sentence is changed to an infinitive. ***Tell*** is used instead of ***say*** as the reporting verb. See Chart 14-6, p. 313, for other verbs followed by an infinitive that are used to report speech.

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*NOTE: ***Tell*** is immediately followed by a (pro)noun object, but ***say*** is not: *He told **me** he would be late. He said he would be late.* Also possible: *He said **to me** he would be late.*

☐ Exercise 37. Looking at grammar. (Chart 12-7)

Complete the sentences by reporting the speaker's words. Use noun clauses. Use past verb forms in noun clauses if appropriate.

1. Pedro said, "I will help you." Pedro said . . . .
   → *Pedro said (that) he would help me.*
2. "Do you need a pen?" Elena asked. Elena asked me . . . .
3. Jennifer asked, "What do you want?" Jennifer asked me . . . .
4. Talal asked, "Are you hungry?" Talal wanted to know . . . .
5. "I want a sandwich," Elena said. Elena said . . . .
6. "I'm going to move to Ohio," said Bruce. Bruce informed me . . . .
7. "Did you enjoy your trip?" asked Kim. Kim asked me . . . .
8. Oscar asked, "What are you talking about?" Oscar asked me . . . .
9. Maria asked, "Have you seen my grammar book?" Maria wanted to know . . . .
10. Amy said, "I don't want to go." Amy said . . . .
11. "Can you help me with my report?" asked David. David asked me . . . .
12. "I may be late," said Mitch. Mitch told me . . . .
13. Felix said, "You should work harder." Felix told me . . . .
14. Nadia said, "I have to go downtown." Nadia said . . . .
15. "Why is the sky blue?" my young daughter often asks. My young daughter often asks me . . . .
16. My mother asked, "Where is everyone?" My mother wondered . . . .
17. "I will come to the meeting," said Pavel. Pavel told me . . . .
18. Ms. Adams just asked Ms. Chang, "Will you be in class tomorrow?" Ms. Adams wanted to know . . . .
19. "I think I'll go to the library to study." Joe said . . . .
20. "Does Omar know what he's doing?" I wondered . . . .
21. "Is what I've heard true?" I wondered . . . .
22. "The sun rises in the east," said Mr. Clark. Mr. Clark, an elementary school teacher, explained to his students that . . . .
23. "Someday we'll be in contact with beings from outer space." The scientist predicted that . . . .

☐ Exercise 38. Let's talk. (Chart 12-7)

Students A and B have their books open. They read the dialogue aloud. Student C's book is closed. Your teacher asks Student C about the dialogue.

Example:

STUDENT A (*book open*):	What time is it?
STUDENT B (*book open*):	Two-thirty.
TEACHER:	What did Manuel (*Student A*) want to know?
STUDENT C (*book closed*):	He wanted to know what time it was (OR is).
TEACHER:	What did Helen (*Student B*) say?
STUDENT C (*book closed*):	She told him that it was (OR is) two-thirty.

1. STUDENT A: Can you speak Arabic?
   STUDENT B: A little.
   TEACHER: What did (*Student A*) ask?
   What did (*Student B*) say?

2. Student A: Where is your grammar book?
Student B: In my backpack.
Teacher: What did (*Student A*) want to know?
What did (*Student B*) tell (*Student A*)?

3. Student A: What courses are you taking?
Student B: I'm taking three science courses this term.
Teacher: What did (*Student A*) want to know?
What did (*Student B*) say?

4. Student A: Did you finish your assignment?
Student B: Oh, no, my assignment! I totally forgot about it.
Teacher: What did (*Student A*) ask?
What did (*Student B*) tell (*Student A*)?

5. Student A: Have you had lunch already?
Student B: Yes, I just finished.
Teacher: What did . . . ?

6. Student A: Where will you be tomorrow around three o'clock?
Student B: I have a doctor's appointment at 2:45.

7. Student A: How do you like living here?
Student B: It's okay.

8. Student A: Is what you said really true?
Student B: Yes, it's the truth. I'm not making it up.

9. Student A: How many people have you met since you came here?
Student B: Lots. People here have been very friendly.

10. Student A: Is what you want to talk to me about really important?
Student B: Yes, it's very important. We need to sit down and have a serious conversation.

☐ Exercise 39. Let's talk. (Charts 12-1 → 12-7)

Speaker A asks a question — whatever comes to mind — using each item and a question word (***when, how, where, what, why,*** *etc.*). Speaker B answers the question in a complete sentence. Speaker C reports what Speaker A and Speaker B said. Work in small groups or as a class.

Example: tonight
Speaker A (*Rosa*): What are you going to do tonight?
Speaker B (*Ali*): I'm going to study.
Speaker C (*Yung*): Rosa asked Ali what he was going to do tonight. Ali replied that he was going to study.

1. this evening
2. music
3. courses
4. tomorrow
5. book
6. this city
7. population
8. last year
9. television
10. dinner
11. next year
12. vacation

☐ Exercise 40. Looking at grammar. (Chart 12-7)

Complete the sentences with a past form of the verbs in parentheses.

1. A: The test is scheduled for Monday.
   B: Really? I heard it (*schedule*) ____________________ for Tuesday.

2. A: It's raining outside.
   B: Really? I thought it (*snow*) ____________________.

3. A: Tony needs to borrow your bike for Saturday.
   B: Are you sure? I heard he (*need*) ____________________ to borrow it for Sunday.

4. A: Marita hasn't applied for a job yet.
   B: That's not what I heard. I heard she (*apply*) ____________________ for work at her uncle's company.

5. A: Mikhail can't come tonight.
   B: Are you sure? I heard he (*come*) ____________________ tonight.

6. A: Ms. Alvarez is going to retire.
   B: Really? I thought she (*continue*) ____________________ in her sales position for another year.

☐ Exercise 41. Listening. (Chart 12-7)

CD 2
Track 2

Listen to the sentences. Complete them using past verb forms to report speech.

1. The speaker said that she ___*wasn't going*___ to the personnel meeting because she ___*had to*___ finish a report.

2. The speaker said that he ____________________ Marta any money because his wallet ______________ in his coat pocket back at home.

3. The speaker said that someone in the room ____________________ very strong perfume and it ____________________ her a headache.

4. The speaker said that he ____________________ Emma at the coffee shop at 9:00. He said he ______________ not to be late.

5. The speaker said she ____________________ looking for a new job and asked her friend what he ________________ she ____________________.

6. The speaker said that they ____________________ late for the concert because his wife ____________________ attend a business function after work.

☐ Exercise 42. Looking at grammar. (Chart 12-7)

Change quoted speech to reported speech. Study the example carefully and use the same pattern: ***said that . . . and that.***

1. "My father is a businessman. My mother is an engineer."
   He said that *his father was a businessman and that his mother was an engineer.*
2. "I'm excited about my new job. I've found a nice apartment."
   I got an email from my sister yesterday. She said ________________
   ____
3. "I expect you to be in class every day. Unexcused absences may affect your grades."
   Our sociology professor said ________________
   ____
4. "Highway 66 will be closed for two months. Commuters should seek alternate routes."
   The newspaper said ________________
   ____
5. "Every obstacle is a steppingstone to success. You should view problems in your life as opportunities to prove yourself."
   My father often told me ________________
   ____

☐ Exercise 43. Let's write. (Charts 12-1 → 12-7)

Read each dialogue and write a report about it. Your report should include an accurate idea of the speaker's words, but it doesn't have to use the exact words.

Example: Jack said, "I can't go to the game."
Tom said, "Oh? Why not?"
"I don't have enough money for a ticket," replied Jack.

Possible written reports:

→ Jack told Tom that he couldn't go to the game because he didn't have enough money for a ticket.

→ When Tom asked Jack why he couldn't go to the game, Jack said he didn't have enough money for a ticket.

→ Jack said he couldn't go to the game. When Tom asked him why not, Jack replied that he didn't have enough money for a ticket.

Write reports for these dialogues.

1. "What are you doing?" Alex asked.
   "I'm drawing a picture," I said.
2. Asako said, "Do you want to go to a movie Sunday night?"

Cho said, "I'd like to, but I have to study."

3. "How old are you, Mrs. Robinson?" the little boy asked.
Mrs. Robinson said, "It's not polite to ask people their age."
"How much money do you make?" the little boy asked.
"That's impolite too," Mrs. Robinson said.

4. "Is there anything you especially want to watch on TV tonight?" my sister asked.
"Yes," I replied. "There's a show at eight that I've been waiting to see for a long time."
"What is it?" she asked.
"It's a documentary on green sea turtles," I said.
"Why do you want to see that?"
"I'm doing a research paper on sea turtles. I think I might be able to get some good information from the documentary. Why don't you watch it with me?"
"No, thanks," she said. "I'm not especially interested in green sea turtles."

☐ Exercise 44. Check your knowledge. (Charts 12-1 → 12-7)

Correct the errors.

1. Tell the taxi driver where do you want to go.
2. My roommate came into the room and asked me why aren't you in class? I said I am waiting for a telephone call from my family.
3. It was my first day at the university, and I am on my way to my first class. I wondered who else will be in the class. What the teacher would be like?
4. He asked me that what did I intend to do after I graduate?
5. What does a patient tell a doctor it is confidential.
6. What my friend and I did it was our secret. We didn't even tell our parents what did we do.
7. The doctor asked that I felt okay. I told him that I don't feel well.
8. I asked him what kind of movies does he like, he said me, I like romantic movies.
9. Is true you almost drowned? my friend asked me. Yes, I said. I'm really glad to be alive. It was really frightening.
10. It is a fact that I almost drowned makes me very careful about water safety whenever I go swimming.
11. I didn't know where am I supposed to get off the bus, so I asked the driver where is the science museum. She tell me the name of the street. She said she will tell me when should I get off the bus.

12. My mother did not live with us. When other children asked me where was my mother, I told them she is going to come to visit me very soon.

13. When I asked the taxi driver to drive faster, he said I will drive faster if you pay me more. At that time I didn't care how much would it cost, so I told him to go as fast as he can.

14. My parents told me is essential to know English if I want to study at an American university.

☐ Exercise 45. Let's talk. (Charts 12-1 → 12-7)

Give a one-minute impromptu speech on any topic that interests you (insects, soccer, dogs, etc.). Your classmates will take notes as you speak. Later, in a short paragraph or orally, they will report what you said.

☐ Exercise 46. Let's talk and write. (Charts 12-1 → 12-7)

You and your classmates are newspaper reporters at a press conference. You will all interview your teacher or a person whom your teacher invites to class. Your assignment is to write a newspaper article about the person whom you interviewed.

Take notes during the interview. Write down some of the important sentences so that you can use them for quotations in your article. Ask for clarification if you do not understand something the interviewee has said. It is important to report information accurately.

In your article, try to organize your information into related topics. For example, if you interview your teacher, you might use this outline:

I. General introductory information
II. Professional life
    A. Present teaching duties
    B. Academic duties and activities outside of teaching
    C. Past teaching experience
    D. Educational background
III. Personal life
    A. Basic biographical information (e.g., place of birth, family background, places of residence)
    B. Free-time activities and interests
    C. Travel experiences

This outline only suggests a possible method of organization. You must organize your own article, depending upon the information you have gained from your interview.

When you write your report, most of your information will be presented in reported speech; use quoted speech only for the most important or memorable sentences.

NOTE: When you use quoted speech, be sure you are presenting the interviewee's *exact words.* If you are simply paraphrasing what the interviewee said, do not use quotation marks.

☐ Exercise 47. Let's talk and write. (Charts 12-1 → 12-7)

Work in small groups. Discuss one (or more) of the given statements. Write a report of the main points made by each speaker in your group. (Do not attempt to report every word that was spoken.)

In your report, use words such as ***think, believe, say, remark,*** and ***state*** to introduce noun clauses. When you use ***think*** or ***believe,*** you will probably use present tenses (e.g., *Omar **thinks** that money **is** the most important thing in life.*). When you use ***say, remark,*** or ***state,*** you will probably use past tenses (e.g., *Olga **said** that many other things **were** more important than money.*).

Do you agree with these statements? Why or why not?

1. Money is the most important thing in life.
2. A woman can do any job a man can do.
3. When a person decides to get married, his or her love for the other person is the only important consideration.
4. A world government is both desirable and necessary. Countries should simply become the states of one nation, the Earth. In this way, wars could be eliminated and wealth could be equally distributed.

☐ Exercise 48. Warm-up. (Chart 12-8)

Read the sentences. Then substitute the phrases in the list for the words in blue.

SITUATION: Mr. and Mrs. Smith plan to retire soon and travel around the world.

in any way that   anything that   any place that   at any time that

1. They'll go wherever they want.
2. They'll leave whenever they want.
3. They'll do whatever they want.
4. They'll help people however they can.

12-8 Using *-ever* Words

The following ***-ever*** words give the idea of "any." Each pair of sentences in the examples has the same meaning.

whoever	(a) ***Whoever*** wants to come is welcome. *Anyone who* wants to come is welcome. (b) He makes friends easily with ***whoever*** he meets.* He makes friends easily with *anyone who* he meets.
whatever	(c) He always says ***whatever*** comes into his mind. He always says *anything that* comes into his mind.
whenever	(d) You may leave ***whenever*** you wish. You may leave *at any time that* you wish.
wherever	(e) She can go ***wherever*** she wants to go. She can go *anyplace that* she wants to go.
however	(f) The students may dress ***however*** they please. The students may dress *in any way that* they please.

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*In (b): ***whomever*** is also possible; it is the object of the verb ***meets.*** In American English, ***whomever*** is rare and very formal. In British English, ***whoever*** (not ***whomever***) is used as the object form: *He makes friends easily with whoever he meets.*

☐ Exercise 49. Looking at grammar. (Chart 12-8)

Complete the sentences with ***-ever*** words.

1. Mustafa is free to go anyplace he wishes. He can go ___*wherever*___ he wants.
2. Mustafa is free to go anytime he wishes. He can go _______________ he wants.
3. I don't know what you should do about that problem. Do _______________ seems best to you.
4. I want you to be honest. I hope you feel free to say _______________ is on your mind.
5. _______________ leads a life full of love and happiness is rich.
6. If you want to rearrange the furniture, go ahead. You can rearrange it _______________ you want. I don't care one way or the other.
7. Those children are wild! I feel sorry for _______________ has to be their babysitter.
8. I have a car. I can take you _______________ you want to go.
9. Irene does _______________ she wants to do, goes _______________ she wants to go, gets up _______________ she wants to get up, makes friends with _______________ she meets, and dresses _______________ she pleases.

Chapter 13

Adjective Clauses

☐ Exercise 1. Warm-up. (Chart 13-1)

The sentences are all correct. The words in blue are all pronouns. What nouns do they refer to? How does the noun affect the choice of the pronoun?

1. a. We helped the man. He was lost in the woods.
   b. We helped the man who was lost in the woods.
   c. We helped the man that was lost in the woods.

2. a. The new computer is fast. It is in my office.
   b. The new computer which is in my office is fast.
   c. The new computer that is in my office is fast.

13-1 Adjective Clause Pronouns Used as the Subject

I thanked the woman. ***She*** helped me. ↓ (a) I thanked the woman ***who*** *helped me.* (b) I thanked the woman ***that*** *helped me.*	In (a): ***I thanked the woman*** = a main clause; ***who helped me*** = an adjective clause.* An adjective clause modifies a noun. In (a): the adjective clause modifies ***woman***.
The book is mine. ***It*** is on the table. ↓ (c) The book ***which*** *is on the table* is mine. (d) The book ***that*** *is on the table* is mine.	In (a): ***who*** is the subject of the adjective clause. In (b): ***that*** is the subject of the adjective clause. NOTE: (a) and (b) have the same meaning; (c) and (d) have the same meaning.
	who = used for people ***which*** = used for things ***that*** = used for both people and things
(e) CORRECT: The book ***that is on the table*** is mine. (f) *INCORRECT:* The book is mine ~~that is on the table.~~	An adjective clause closely follows the noun it modifies.

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*A *clause* is a structure that has a subject and a verb. There are two kinds of clauses: **independent** and **dependent**.
In example (a):
- The main clause (*I thanked the woman*) is also called an **independent** clause. An independent clause is a complete sentence and can stand alone.
- The adjective clause (*who helped me*) is a **dependent** clause. A dependent clause is NOT a complete sentence and cannot stand alone. A dependent clause must be connected to an independent clause.

☐ Exercise 2. Looking at grammar. (Chart 13-1)

Choose all the possible completions for each sentence. Do not add any commas or capital letters.

1. I met the doctor _____ helped my father after the accident.
   [✓ a. who] [✓ b. that] c. which d. she
2. Where is the magazine _____ has the story about online theft?
   a. who b. that c. which d. it
3. Did I tell you about the car salesman _____ tried to sell me a defective truck?
   a. who b. that c. which d. he
4. The house _____ is across the street from us is going to be rented soon.
   a. who b. that c. which d. it

☐ Exercise 3. Looking at grammar. (Chart 13-1)

Combine the two sentences. Use the second sentence as an adjective clause.

1. I saw the man. He closed the door. → *I saw the man* $\left\{\begin{matrix}\textit{who}\\ \textit{that}\end{matrix}\right\}$ *closed the door.*
2. The girl is happy. She won the race.
3. The student is from China. He sits next to me.
4. The students are from China. They sit in the front row.
5. We are studying sentences. They contain adjective clauses.
6. I am using a sentence. It contains an adjective clause.

☐ Exercise 4. Let's talk. (Chart 13-1)

Make true statements. Use ***who*** as the subject of an adjective clause. Work in pairs, in small groups, or as a class.

Example: I like teachers who . . . .
I like teachers who have a good sense of humor.
I like teachers who don't give tests. Etc.

1. People who . . . amaze me.
2. I don't like people who . . . .
3. Friends who . . . frustrate me.
4. Famous athletes who . . . are not good role models for children.

☐ Exercise 5. Listening. (Chart 13-1)

CD 2
Track 3

Part I. When ***who*** is contracted with an auxiliary verb, the contraction is often hard to hear. Listen to the following sentences. What is the full, uncontracted form of the *italicized* verb?

1. He has a friend *who'll* help him. (*full form* = *who will*)
2. He has a friend *who's* helping him.
3. He has a friend *who's* helped him.
4. He has friends *who're* helping him.
5. He has friends *who've* helped him.
6. He has a friend *who'd* helped him.
7. He has a friend *who'd* like to help him.

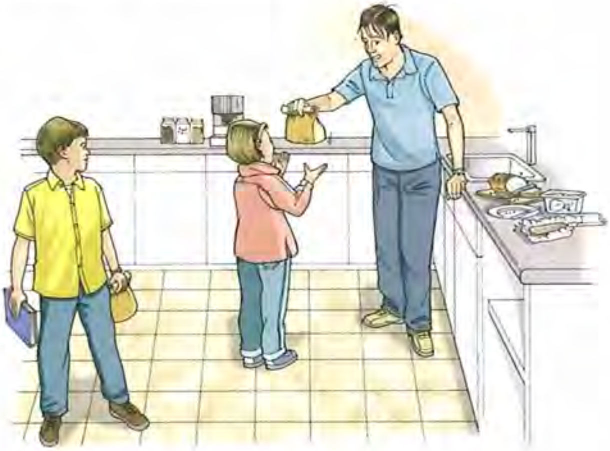
Part II. Complete the sentences with the verbs you hear, but write the full, uncontracted form of each verb.

Example: You will hear: I know a man who's lived in 20 different countries.
You will write: I know a man who ___has lived___ in 20 different countries.

8. We know a person who ________________ great for the job.
9. We know a person who ____________________ to apply for the job.
10. That's the man who ____________________ the speech at our graduation.
11. I know a nurse who ________________________ around the world helping people.
12. Let's talk to the people who ____________________ the protest march.
13. There are people at the factory who ____________________________ there all their adult lives.
14. The doctor who ____________________ care of my mother retired.

☐ Exercise 6. Warm-up. (Chart 13-2)

Read the passage and complete the sentences.



When William and Eva started their family, they decided that Eva would continue to work and William would quit his job to stay home with the children.

William has been a stay-at-home dad for the last seven years, but now both children are in school, and he's going back to work. He's looking for a job that will still allow him to spend time with his children. What kind of job do you think he is looking for?

He is looking for a job that/which . . . OR *He is not looking for a job that/which . . .*

1. leave him free on weekends
2. require him to work on weekends
3. include a lot of long-distance travel
4. have minimal travel requirements
5. have a long commute
6. be close to home
7. demand sixteen-hour work days
8. have flexible hours

13-2 Adjective Clause Pronouns Used as the Object of a Verb

The man was Mr. Jones. I saw ***him***. ↓ (a) The man *who(m)* *I saw* was Mr. Jones. (b) The man *that* *I saw* was Mr. Jones. (c) The man *Ø* *I saw* was Mr. Jones. The movie wasn't very good. We saw ***it*** last night. ↓ (d) The movie *which* *we saw last night* wasn't very good. (e) The movie *that* *we saw last night* wasn't very good. (f) The movie *Ø* *we saw last night* wasn't very good.	Notice in the examples: The adjective clause pronouns are placed at the beginning of the clause.
	In (a): ***who*** is usually used instead of ***whom***, especially in speaking. ***Whom*** is generally used only in very formal English.
	In (c) and (f): An object pronoun is often omitted (Ø) from an adjective clause. (A subject pronoun, however, may not be omitted.)
	who(m) = used for people ***which*** = used for things ***that*** = used for both people and things
(g) *INCORRECT:* The man who(m) I saw ~~him~~ was Mr. Jones. The man that I saw ~~him~~ was Mr. Jones. The man I saw ~~him~~ was Mr. Jones.	In (g): The pronoun ***him*** must be removed. It is unnecessary because *who(m), that,* or Ø functions as the object of the verb ***saw***.

☐ **Exercise 7. Looking at grammar.** (Chart 13-2)

Choose all the possible completions for each sentence. Do not add any commas or capital letters.

1. Tell me about the people _____ you visited when you were in Oxford.
   [✓ a. who] [✓ b. that] c. which d. she [✓ e. whom] [✓ f. Ø]
2. Do you want to see the pictures _____ the photographer took?
   a. who b. that c. which d. they e. whom f. Ø
3. The people _____ I call most often on my cell phone are my mother and my sister.
   a. who b. that c. which d. she e. whom f. Ø
4. The apartment _____ we wanted to rent is no longer available.
   a. who b. that c. which d. it e. whom f. Ø
5. The children _____ the Smiths adopted are from three different countries.
   a. who b. that c. which d. they e. whom f. Ø

☐ **Exercise 8. Looking at grammar.** (Chart 13-2)

Combine the two sentences. Use the second sentence as an adjective clause. Give all the possible patterns, orally or in writing.

1. The book was good. I read it.
   → *The book that/which/Ø I read was good.*
2. I liked the woman. I met her at the party last night.
3. I liked the composition. You wrote it.
4. The people were very nice. We visited them yesterday.
5. The man is standing over there. Ann brought him to the party.

☐ Exercise 9. Warm-up. (Chart 13-3)

Compare the underlined adjective clause in sentence a. with the one in sentence b. What differences do you notice? NOTE: Both sentences are correct.

1. a. I think Lee is a person who you can have fun with.
   b. Do you think Lee is a person with whom you can have fun?
2. a. The art school which Lori applied to is very demanding.
   b. Do you know the name of the art school to which Lori applied?

13-3 Adjective Clause Pronouns Used as the Object of a Preposition

She is the woman. I told you ***about her***. ↓ (a) She is the woman ***about whom*** *I told you.* (b) She is the woman ***who(m)*** *I told you **about**.* (c) She is the woman ***that*** *I told you **about**.* (d) She is the woman **Ø** *I told you **about**.*	In very formal English, the preposition comes at the beginning of the adjective clause, as in (a) and (e). Usually, however, in everyday usage, the preposition comes after the subject and verb of the adjective clause, as in the other examples.
The music was good. We listened ***to it*** last night. ↓ (e) The music ***to which*** *we listened* *last night* was good. (f) The music ***which*** *we listened **to*** *last night* was good. (g) The music ***that*** *we listened **to*** *last night* was good. (h) The music **Ø** *we listened **to*** *last night* was good.	NOTE: If the preposition comes at the beginning of the adjective clause, only ***whom*** or ***which*** may be used. A preposition is never immediately followed by ***that*** or ***who***. *INCORRECT:* She is the woman ~~about who~~ I told you. *INCORRECT:* The music ~~to that~~ we listened last night was good.

☐ Exercise 10. Looking at grammar. (Chart 13-3)

Choose all the possible completions for each sentence. Which one seems the most formal?

1. The sunglasses _____ were under the sofa.
   a. which I was looking for
   b. that I was looking for
   c. I was looking for
   d. I was looking
   e. I was looking for them
2. The health-care workers _____ were helpful.
   a. who I spoke to
   b. that I spoke to
   c. who I spoke to them
   d. to whom I spoke
   e. to who I spoke
   f. I spoke to

☐ Exercise 11. Looking at grammar. (Chart 13-3)

Combine the two sentences. Use the second sentence as an adjective clause. Give all the possible patterns, orally or in writing.

1. The man is standing over there. I was telling you about him.
2. I must thank the people. I got a present from them.
3. The meeting was interesting. Omar went to it.

☐ Exercise 12. Looking at grammar. (Charts 13-1 → 13-3)

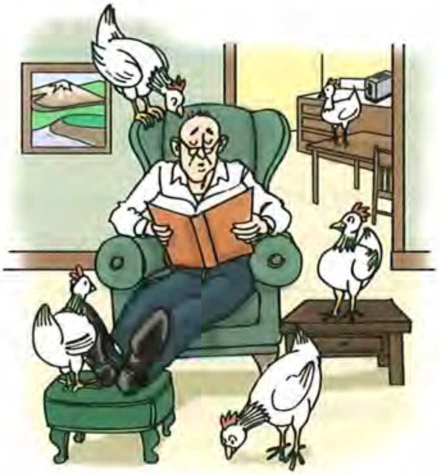
Give all the possible completions for each sentence.

1. The dress ___*that / which / Ø*___ she is wearing is new.
2. Did I tell you about the woman ______________ I met last night?
3. The report ______________ Joe is writing must be finished by Friday.
4. The doctor ______________ examined the sick child was gentle.
5. Did you hear about the earthquake ______________ occurred in California?
6. The woman ______________ I was dancing with stepped on my toes.

☐ Exercise 13. Looking at grammar. (Charts 13-1 → 13-3)

Underline the adjective clause in each sentence. Give all other possible patterns.

1. The woman that I spoke to gave me good advice.
   → *who(m) I spoke to*
   → *I spoke to*
   → *to whom I spoke*
2. I returned the money which I had borrowed from my roommate.
3. Yesterday I ran into an old friend I hadn't seen for years.
4. Marie lectured on a topic she knew very little about.
5. I read about a man who keeps chickens in his apartment.



☐ Exercise 14. Check your knowledge. (Charts 13-1 → 13-3)

Correct the errors in the adjective clauses.

1. In our village, there were many people didn't have much money.
2. I enjoyed the book that you told me to read it.

3. I still remember the man who he taught me to play the guitar when I was a boy.
4. I showed my father a picture of the car I am going to buy it as soon as I save enough money.
5. The woman about who I was talking about suddenly walked into the room. I hope she didn't hear me.
6. The people appear in the play are amateur actors.
7. I don't like to spend time with people which loses their temper easily.
8. While the boy was at the airport, he took pictures of people which was waiting for their planes.
9. People who works in the hunger program they estimate that 45,000 people worldwide die from starvation and malnutrition-related diseases every single day of the year.
10. In one corner of the marketplace, an old man who was playing a violin.

☐ Exercise 15. Looking at grammar: pairwork. (Charts 13-1 → 13-3)

Work with a partner. Speaker A looks at the cue briefly. Then, without looking at the text, Speaker A says the cue to Speaker B. Speaker B begins the answer with ***Yes***.

Examples:

SPEAKER A (*book open*): You drank *some* tea. Did it taste good?
SPEAKER B (*book closed*): Yes, *the* tea I drank tasted good.

SPEAKER A (*book open*): A police officer helped you. Did you thank her?
SPEAKER B (*book closed*): Yes, I thanked *the* police officer who helped me.

1. You are sitting in a chair. Is it comfortable?
2. You saw a man. Was he wearing a brown suit?
3. A woman stepped on your toes. Did she apologize?
4. Some students took a test. Did most of them pass?
5. You were reading a book. Did you finish it?
6. A taxi driver took you to the bus station. Did you have a conversation with her?

Change roles.

7. You stayed at a hotel. Was it in the center of town?
8. A waiter served you at a restaurant. Was he polite?
9. A woman came into the room. Did you recognize her?
10. Some students are sitting in this room. Can all of them speak English?
11. You were looking for a dictionary. Did you find it?
12. A clerk cashed your check. Did he ask for identification?

☐ Exercise 16. Warm-up. (Chart 13-4)

Check (✓) the sentences that are grammatically correct .

1. ___ I have a friend. His purpose in life is to help others.
2. ___ I have a friend whose purpose in life is to help others.
3. ___ I have a friend who his purpose in life is to help others.
4. ___ I have a friend that his purpose in life is to help others.

13-4 Using *Whose*

I know the man. ***His bicycle*** was stolen. ↓ (a) I know the man *whose bicycle was stolen*. The student writes well. I read ***her composition***. ↓ (b) The student *whose composition I read* writes well.	***Whose*** is used to show possession. It carries the same meaning as other possessive pronouns used as adjectives: *his, her, its,* and *their.* Like *his, her, its,* and *their,* ***whose*** is connected to a noun: *his bicycle* → *whose bicycle* *her composition* → *whose composition* Both ***whose*** and the noun it is connected to are placed at the beginning of the adjective clause. ***Whose*** cannot be omitted.
(c) I worked at a ***company*** *whose employees* wanted to form a union.	***Whose*** usually modifies people, but it may also be used to modify things, as in (c).
(d) That's the boy *whose parents* you met. (e) That's the boy *who's* in my math class. (f) That's the boy *who's been living* at our house since his mother was arrested.*	***Whose*** and ***who's*** have the same pronunciation. ***Who's*** can mean ***who is***, as in (e), or ***who has***, as in (f).

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*When ***has*** is a helping verb in the present perfect, it is usually contracted with ***who*** in speaking and sometimes in informal writing, as in (f).
When ***has*** is a main verb, it is NOT contracted with ***who***: *I know a man **who has** a cook.*

☐ Exercise 17. Looking at grammar. (Chart 13-4)

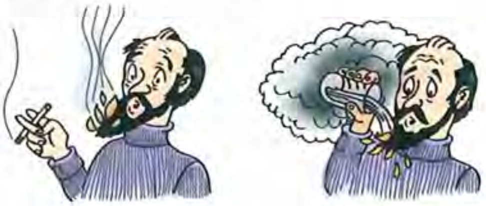
Complete the sentences with ***who*** or ***whose***.

1. I know a doctor ___*whose*___ last name is Doctor.
2. I know a doctor ___*who*___ lives on a sailboat.
3. The woman ______________ wallet was stolen called the police.
4. The woman ______________ found my wallet called me immediately.
5. The professor ______________ teaches art history is excellent.
6. The professor ______________ course I am taking is excellent.
7. I apologized to the man ______________ coffee I spilled.
8. I made friends with a man ______________ is in my class.

☐ Exercise 18. Looking at grammar. (Chart 13-4)

Combine the two sentences. Use the second sentence as an adjective clause.

1. I met the woman. Her husband is the president of the corporation.
   → *I met the woman whose husband is the president of the corporation.*
2. Mrs. North teaches a class for students. Their native language is not English.
3. The people were nice. We visited their house.
4. I live in a dormitory. Its residents come from many countries.
5. I have to call the man. I accidentally picked up his umbrella after the meeting.
6. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.



☐ Exercise 19. Listening. (Chart 13-4)

Circle the words you hear: ***who's*** or ***whose***.

CD 2
Track 4

Example: You will hear: The man who's standing over there is Mr. Smith.
You will choose: [✓ who's] whose

1. who's whose
2. who's whose
3. who's whose
4. who's whose
5. who's whose
6. who's whose
7. who's whose
8. who's whose

☐ Exercise 20. Let's talk: pairwork. (Chart 13-4)

Work with a partner. Pretend you are in a room full of people. You and your partner are speaking. Together, you are identifying various people in the room. Begin each sentence with ***There is***. Alternate items, with Partner A doing item 1, Partner B doing item 2, Partner A doing item 3, etc.

1. That man's wife is your teacher.
   → PARTNER A: *There is the man whose wife is my teacher.*
2. That woman's husband is a football player.
   → PARTNER B: *There is the woman whose husband is a football player.*
3. That girl's mother is a dentist.
4. That person's picture was in the newspaper.
5. That woman's car was stolen.
6. That man's daughter won a gold medal at the Olympic Games.
7. You found that woman's keys.
8. You are in that teacher's class.
9. You read that author's book.
10. You borrowed that student's lecture notes.

☐ Exercise 21. Listening. (Chart 13-4)

CD 2
Track 5

Listen to the sentences in normal, contracted speech. You will hear: ***whose, who's*** (meaning ***who is***), or ***who's*** (meaning ***who has***). Circle the correct meaning.

Example: You will hear: I know a woman who's a taxi driver.
You will choose: whose [✓ who is] who has

1. whose who is who has
2. whose who is who has
3. whose who is who has
4. whose who is who has
5. whose who is who has
6. whose who is who has
7. whose who is who has
8. whose who is who has

☐ Exercise 22. Let's talk: small groups. (Chart 13-1 → 13-4)

Complete the sentences orally in small groups. Discuss each other's choices and opinions.

1. A famous person _____ life I admire is _____.
2. _____ is a famous person _____ has made the world a better place.
3. A person _____ is having a good influence on world affairs today is _____.
4. _____ is a country _____ is having a bad influence on world affairs today.
5. _____ is a country _____ leadership on issues of global warming is much admired throughout the world.

☐ Exercise 23. Warm-up. (Chart 13-5)

All of these sentences have the same meaning, and all of them are grammatically correct. The adjective clauses are in blue. What differences do you notice?

1. The **town** where I grew up is very small.
2. The **town** in which I grew up is very small.
3. The **town** which I grew up in is very small.
4. The **town** that I grew up in is very small.
5. The **town** I grew up in is very small.

13-5 Using *Where* in Adjective Clauses

The building is very old.
He lives ***there*** (***in that building***).

(a)	The building	*where*	*he lives*	is very old.
(b)	The building	*in which*	*he lives*	is very old.
	The building	*which*	*he lives **in***	is very old.
	The building	*that*	*he lives **in***	is very old.
	The building	Ø	*he lives **in***	is very old.

Where is used in an adjective clause to modify a place (*city, country, room, house, etc.*).

If ***where*** is used, a preposition is NOT included in the adjective clause, as in (a).

If ***where*** is not used, the preposition must be included, as in (b).

☐ Exercise 24. Looking at grammar. (Chart 13-5)

Combine the two sentences. Use the second sentence as an adjective clause.

1. The city was beautiful. We spent our vacation there (in that city).
2. That is the restaurant. I will meet you there (at that restaurant).
3. The office is busy. I work there (in that office).
4. That is the drawer. I keep my jewelry there (in that drawer).

☐ Exercise 25. Warm-up. (Chart 13-6)

All of these sentences have the same meaning, and all of them are grammatically correct. The adjective clauses are in blue. What differences do you notice?

1. I clearly remember the **day** when I rode a bike for the first time.
2. I clearly remember the **day** on which I rode a bike for the first time.
3. I clearly remember the **day** that I rode a bike for the first time.
4. I clearly remember the **day** I rode a bike for the first time.

13-6 Using *When* in Adjective Clauses

	I'll never forget the day. I met you ***then*** (***on that day***).		***When*** is used in an adjective clause to modify a noun of time (*year, day, time, century, etc.*).
(a) I'll never forget the day (b) I'll never forget the day (c) I'll never forget the day (d) I'll never forget the day	*when* *on which* *that* Ø	*I met you.* *I met you.* *I met you.* *I met you.*	The use of a preposition in an adjective clause that modifies a noun of time is somewhat different from that in other adjective clauses: a preposition is used preceding ***which***, as in (b); otherwise, the preposition is omitted.

☐ Exercise 26. Looking at grammar. (Chart 13-6)

Combine the two sentences. Use the second sentence as an adjective clause.

1. Monday is the day. They will come then (on that day).
2. 7:05 is the time. My plane arrives then (at that time).
3. 1960 is the year. The revolution took place then (in that year).
4. July is the month. The weather is usually the hottest then (in that month).

☐ Exercise 27. Looking at grammar. (Charts 13-5 and 13-6)

Combine the two sentences. Use ***where*** or ***when*** to introduce an adjective clause.

1. That is the place. The accident occurred there.
   → *That is the place* ***where*** *the accident occurred.*
2. There was a time. Movies cost a dime then.
   → *There was a time* ***when*** *movies cost a dime.*
3. A café is a small restaurant. People can get a light meal there.
4. Every neighborhood in Brussels has small cafés. Customers drink coffee and eat pastries there.
5. There was a time. Dinosaurs dominated the earth then.
6. The house was destroyed in an earthquake ten years ago. I was born and grew up there.
7. The miser hid his money in a place. It was safe from robbers there.
8. There came a time. The miser had to spend his money then.

☐ Exercise 28. Let's talk: interview. (Charts 13-1 → 13-6)

Interview two classmates for each item. Encourage them to use adjective clauses that modify the nouns in **bold**. Share a few of their answers with the class.

Example: What kind of **food** don't you like?
→ *I don't like* **food** that is too sugary.

1. What kind of **people** do you like to spend time with?
2. What kind of **people** do you prefer to avoid?
3. What kind of **cities** do you like to visit?
4. What kind of **teachers** do you learn best from?
5. What kind of **place** would you like to live in?
6. What **time of day** do you feel most energetic?

☐ Exercise 29. Listening. (Charts 13-1 → 13-6)

CD 2
Track 6

Listen to the sentences. Choose the correct meanings for each sentence.

Example: You will hear: The nurse who gave the medicine to the patients seemed confused.
You will choose: a. The patients were confused.
[✓ b.] The patients received medicine from the nurse.
[✓ c.] The nurse was confused.

1. a. A man organized the dinner.
   b. The man is the speaker's friend.
   c. The speaker organized the dinner.

2. a. Two people were killed in an accident.
   b. Two people blocked all lanes of the highway for two hours.
   c. An accident blocked all lanes of the highway for two hours.

3. a. The speaker lives in a large city.
   b. The speaker was born in a small town.
   c. The speaker was born in a large city.

4. a. The music teacher and the students play in a rock band.
   b. The music teacher directs a rock band.
   c. The music teacher plays in a rock band.

5. a. The speaker gave Jack a camera for his birthday.
   b. The camera takes excellent pictures.
   c. Jack takes excellent pictures.

6. a. The speaker often invites the neighbor to dinner.
   b. The neighbor often visits at dinnertime.
   c. The speaker visits the neighbor at dinnertime.

☐ Exercise 30. Let's talk. (Charts 13-1 → 13-6)

Work in small groups or as a class. The leader will ask Speaker A a question. The leader will then ask Speaker B to summarize the information in Speaker A's response in one sentence beginning with ***The***. Speaker B will use an adjective clause. Only the leader's book is open.

Example:
LEADER: Who got an email yesterday?
SPEAKER A (*Ali*): I did.
LEADER to A: Who was it from?
SPEAKER A: My brother.
LEADER to B: Summarize this information. Begin with ***The***.
SPEAKER B: The email (*Ali*) got yesterday was from his brother.

1. Who lives in an apartment?
   Is it close to school?
2. Who is wearing earrings?
   What are they made of?
3. Pick up something that doesn't belong to you.
   What is it? Whose is it?

(*Change leaders if working in groups.*)

4. Who grew up in a small town?
   In what part of the country is it located?
5. Who has bought something recently?
   Was it expensive?
6. Who went to a restaurant yesterday?
   Was it crowded?

(*Change leaders if working in groups.*)

7. What did you have for dinner last night?
   Was it good?
8. Who watched a TV program last night?
   What was it about?
9. Who has borrowed something recently?
   What did you borrow?
   Who does it belong to?

(*Change leaders if working in groups.*)

10. Who shops for groceries?
    What is the name of the store?
11. Who eats lunch away from home?
    Where do you usually eat?
    Does it have good food?
12. Who took the bus to class today?
    Was it late or on time?

☐ Exercise 31. Warm-up. (Chart 13-7)

Underline each adjective clause. Draw an arrow to the word it modifies.

1. A: Is it okay if I come along on the picnic?
   B: Absolutely! Anyone who wants to come is more than welcome.

2. A: Should I apply for the opening in the sales department?
   B: I don't think so. They're looking for somebody who speaks Spanish.

3. A: Everything the Smiths do costs a lot of money.
   B: It's amazing, isn't it?

4. A: You're the only one who really understands me.
   B: Oh, that can't be true.

13-7 Using Adjective Clauses to Modify Pronouns

(a) There is ***someone*** *I want you to meet*. (b) ***Everything*** *he said* was pure nonsense. (c) ***Anybody*** *who wants to come* is welcome.	Adjective clauses can modify indefinite pronouns (e.g., *someone, everybody*). Object pronouns (e.g., *who(m), that, which*) are usually omitted in the adjective clause, as in (a) and (b).
(d) Paula was ***the only one*** *I knew at the party*. (e) Scholarships are available for ***those*** *who need financial assistance*.	Adjective clauses can modify ***the one(s)*** and ***those***.*
(f) *INCORRECT:* ~~I who am a student at this school~~ come from a country in Asia. (g) It is ***I*** *who am responsible*. (h) ***He*** *who laughs last* laughs best.	Adjective clauses are almost never used to modify personal pronouns. Native English speakers would not write the sentence in (f). Example (g) is possible, but very formal and uncommon. Example (h) is a well-known saying in which ***he*** is used as an indefinite pronoun (meaning "anyone" or "any person").

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*An adjective clause with ***which*** can also be used to modify the demonstrative pronoun ***that***:
We sometimes fear ***that which*** *we do not understand.*
The bread my mother makes is much better than ***that which*** *you can buy at a store.*

☐ Exercise 32. Looking at grammar. (Chart 13-7)

Complete the sentences with adjective clauses.

1. Ask Jackie. She's the only one *who knows the answer.*
2. I have a question. There is something ____________________
3. He can't trust anyone. There's no one ____________________
4. I'm powerless to help her. There's nothing ____________________
5. I know someone ____________________
6. What was Mr. Wood talking about? I didn't understand anything ____________________ ____________________
7. I listen to everything ____________________
8. You shouldn't believe everything ____________________
9. All of the students are seated. The teacher is the only one ____________________ ____________________
10. The test we took yesterday was easier than the one ____________________
11. The courses I'm taking this term are more difficult than the ones ____________________ ____________________
12. The concert had already begun. Those ____________________ had to wait until intermission to be seated.

☐ **Exercise 33. Listening.** (Charts 13-1 → 13-7)

CD 2
Track 7

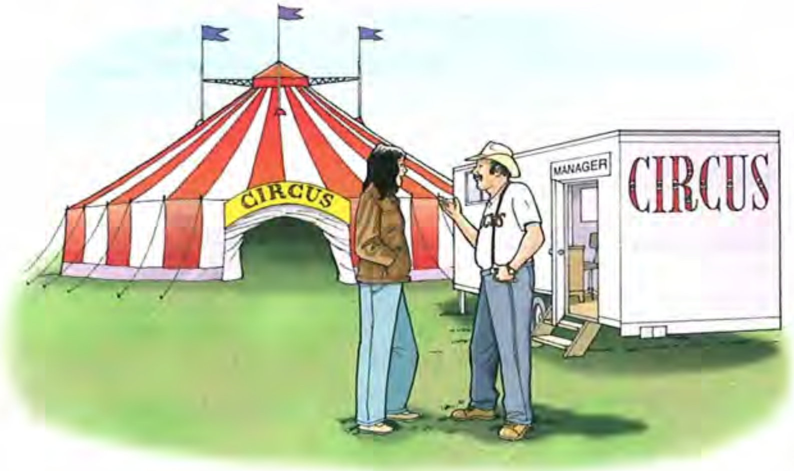
Listen to the entire conversation with your book closed. Then open your book and listen again. Complete the sentences with the words you hear. Write the uncontracted forms.

A: Do you see that guy _______1_______ wearing the baseball cap?

B: I see two guys _______2_______ wearing baseball caps. Do you mean the one _______3_______ T-shirt says "Be Happy"?

A: Yeah, him. Do you remember him from high school? He looks a little different now, doesn't he? Isn't he the one _______4_______ joined the circus?

B: Nah, I heard that story too. That was just a rumor. When the circus was in town last summer, his wife spent a lot of time there, so people started wondering why. Some people started saying she was working there as a performer. But the truth is that she was only visiting a cousin _______5_______ a manager for the circus. She just wanted to spend time with him while he was in town.



A: Well, you know, it was a story _______6_______ pretty fishy* to me. But people sure enjoyed talking about it. The last thing _______7_______ was that she'd learned how to eat fire and swallow swords!

B: Rumors really take on a life of their own, don't they?!

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*_fishy_ = suspicious; hard to believe.

☐ Exercise 34. Warm-up. (Chart 13-8)

Listen to your teacher read the sentences aloud. Both are correct. Notice the use of pauses. Then answer these questions for both sentences:

- Which adjective clause can be omitted with no change in the meaning of the noun it modifies?
- What do you notice about the use of commas?

1. I just found out that Lara Johnson, who speaks Russian fluently, has applied for the job at the Russian embassy.
2. That's not the job for you. Only people who speak Russian fluently will be considered for the job at the Russian embassy.

13-8 Punctuating Adjective Clauses

General guidelines for the punctuation of adjective clauses:

(1) DO NOT USE COMMAS IF the adjective clause is necessary to identify the noun it modifies.*

(2) USE COMMAS IF the adjective clause simply gives additional information and is not necessary to identify the noun it modifies.**

(a) ***The professor*** *who teaches Chemistry 101* is an excellent lecturer. (b) ***Professor Wilson,*** *who teaches Chemistry 101,* is an excellent lecturer.	In (a): No commas are used. The adjective clause is necessary to identify which professor is meant. In (b): Commas are used. The adjective clause is not necessary to identify Professor Wilson. We already know who he is: he has a name. The adjective clause simply gives additional information.
(c) ***Hawaii,*** *which consists of eight principal islands,* is a favorite vacation spot. (d) ***Mrs. Smith,*** *who is a retired teacher,* does volunteer work at the hospital.	GUIDELINE: Use commas, as in (b), (c), and (d), if an adjective clause modifies a proper noun. (A proper noun begins with a capital letter.) NOTE: A comma reflects a pause in speech.
(e) ***The man*** { *who(m)* / *that* / *Ø* } *I met* teaches chemistry. (f) ***Mr. Lee,*** *whom I met yesterday,* teaches chemistry.	In (e): If no commas are used, any possible pronoun may be used in the adjective clause. Object pronouns may be omitted. In (f): When commas are necessary, the pronoun ***that*** may not be used (only ***who***, ***whom***, ***which***, ***whose***, ***where***, and ***when*** may be used), and object pronouns cannot be omitted.
COMPARE THE MEANING: (g) We took some children on a picnic. ***The children, who wanted to play soccer,*** ran to an open field as soon as we arrived at the park. (h) We took some children on a picnic. ***The children who wanted to play soccer*** ran to an open field as soon as we arrived at the park. The others played a different game.	In (g): The use of commas means that *all* of the children wanted to play soccer and *all* of the children ran to an open field. The adjective clause is used only to give additional information about the children. In (h): The lack of commas means that *only some* of the children wanted to play soccer. The adjective clause is used to identify which children ran to the open field.

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*Adjective clauses that do not require commas are called *essential* or *restrictive* or *identifying*.

**Adjective clauses that require commas are called *nonessential* or *nonrestrictive* or *nonidentifying*. NOTE: Nonessential adjective clauses are more common in writing than in speaking.

☐ **Exercise 35. Looking at grammar.** (Chart 13-8)

Decide if the information in blue is necessary or additional. If it is additional, add commas. Read the sentences aloud, pausing where necessary.

1. The man who lives in the apartment next to mine has three cats and a dog. (*no commas, no pauses*)
2. Yes, Sandra Day is in my political science class. And Erica Nelson, [*pause*] who lives in the dorm room next to mine, [*pause*] is in my Greek Drama class.
3. Rice which is grown in many countries is a staple food throughout much of the world.
4. The rice which we had for dinner last night was very good.
5. The newspaper article was about a man who died two weeks ago of a rare tropical disease.
6. Paul O'Grady who died two weeks ago of a sudden heart attack was a kind and loving man.
7. I have fond memories of my hometown which is situated in a valley.
8. I live in a town which is situated in a valley.
9. People who live in glass houses shouldn't throw stones.
10. In a children's story, Little Red Riding Hood who went out one day to visit her grandmother found a wolf in her grandmother's bed when she got there.

☐ **Exercise 36. Listening and pronunciation.** (Chart 13-8)

CD 2
Track 8

Listen for pauses before and after adjective clauses in the given sentences. Add commas where you hear pauses. Practice pronouncing the sentences.

Examples: You will hear: Vegetables which are orange have a lot of vitamin A.
You will add: (*no commas*)

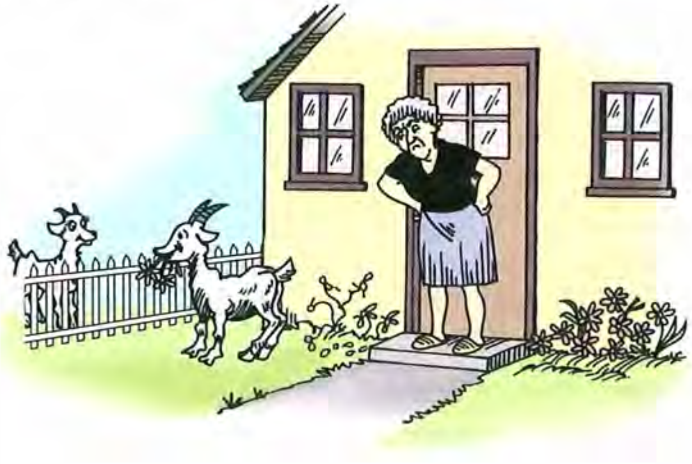
You will hear: Vegetables [*pause*] which come in many shapes and colors [*pause*] have lots of vitamins.
You will add: Vegetables, which come in many shapes and colors, have lots of vitamins.

1. Did you hear about the man who rowed a boat across the Atlantic Ocean?
2. My uncle who loves boating rows his boat across the lake near his house nearly every day.
3. Tea which is a common drink throughout the world is made by pouring boiling water onto the dried leaves of certain plants.
4. Tea which is made from herbs is called herbal tea.
5. Toys which contain lead paint are unsafe for children.
6. Lead which can be found in paint and plastics is known to cause brain damage in children.

☐ Exercise 37. Looking at grammar. (Chart 13-8)

Add commas where necessary. Change the adjective clause pronoun to ***that*** if possible. Read the sentences aloud, pausing where necessary.

1. Mariko and Jackie, who didn't come to class yesterday, explained their absence to the teacher. (***Who*** *cannot be changed to* ***that****. Pauses are used in speaking; add commas.*)
2. The students who did not come to class yesterday explained their absence to the teacher. (***Who*** *can be changed to* ***that****; no commas.*)
3. The Mississippi River which flows south from Minnesota to the Gulf of Mexico is the major commercial river in the United States.
4. A river which is polluted is not safe for swimming.
5. Mr. Trang whose son won the spelling contest is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
6. Goats which were first tamed more than 9,000 years ago in Asia have provided people with milk, meat, and wool since prehistoric times.
7. Mrs. Clark has two goats. She's furious at the goat which got on the wrong side of the fence and is eating her flowers.



☐ **Exercise 38. Pronunciation and grammar.** (Chart 13-8)

Read the sentences aloud. Choose the correct meaning (a. or b.) for each sentence.

1. The teacher thanked the students, who had given her some flowers.
   a. The flowers were from *only some* of the students.
   [✓ b.] The flowers were from *all* of the students.

2. The teacher thanked the students who had given her some flowers.
   [✓ a.] The flowers were from *only some* of the students.
   b. The flowers were from *all* of the students.

3. There was a terrible flood. The villagers who had received a warning of the impending flood escaped to safety.
   a. *Only some* of the villagers had been warned; only some escaped.
   b. *All* of the villagers had been warned; all escaped.

4. There was a terrible flood. The villagers, who had received a warning of the impending flood, escaped to safety.
   a. *Only some* of the villagers had been warned; only some escaped.
   b. *All* of the villagers had been warned; all escaped.

5. Natasha reached down and picked up the grammar book, which was lying upside down on the floor.
   a. There was *only one* grammar book near Natasha.
   b. There was *more than one* grammar book near Natasha.

6. Natasha reached down and picked up the grammar book which was lying upside down on the floor.
   a. There was *only one* grammar book near Natasha.
   b. There was *more than one* grammar book near Natasha.

☐ **Exercise 39. Listening.** (Chart 13-8)

Listen to the sentences. Choose the correct meaning (a. or b.) for each sentence.

CD 2
Track 9

1. a. She threw away all of the apples.
   b. She threw away only the rotten apples.

2. a. She threw away all of the apples.
   b. She threw away only the rotten apples.

3. a. Some of the students were excused from class early.
   b. All of the students were excused from class early.

4. a. Some of the students were excused from class early.
   b. All of the students were excused from class early.

☐ **Exercise 40. Looking at grammar.** (Chart 13-8)

Add commas where necessary. Read the sentences aloud, paying attention to pauses.

1. We enjoyed the city where we spent our vacation.
2. We enjoyed Mexico City where we spent our vacation.
3. One of the elephants which we saw at the zoo had only one tusk.

4. One of the most useful materials in the world is glass which is made chiefly from sand, soda, and lime.
5. You don't need to take heavy clothes when you go to Bangkok which has one of the highest average temperatures of any city in the world.
6. Child labor was a social problem in late eighteenth-century England where employment in factories became virtual slavery for children.
7. We had to use a telephone, so we went to the nearest house. The woman who answered our knock listened cautiously to our request.
8. I watched a scientist conduct an experiment on bees. The research scientist who was wearing protective clothing before she stepped into the special chamber holding the bees was not stung. A person who was unprotected by the special clothing could have gotten 300 to 400 bee stings within a minute.

☐ Exercise 41. Reading and grammar. (Charts 13-1 → 13-8)

Part I. Answer these questions. Then read the article. Notice the adjective clauses in blue.

1. Do you have a computer?
2. Do you know the name of its operating system?

The History of DOS

As you know, a computer needs to have an operating system in order to run programs. When most people think about the first operating systems that were developed for the personal computer, Microsoft or Bill Gates may come to mind. Actually, the truth is somewhat different.

In the late 1970s, there was a man in Seattle named Tim Paterson who worked for a company that was called Seattle Computer. He was a computer programmer and needed an operating system for his computer. Paterson got tired of waiting for another company to create one and decided to develop his own program. He called it QDOS, which meant "quick and dirty operating system." It took him about four months to develop it.

At the same time, Microsoft was quietly looking for an operating system to run a personal computer that I.B.M. was developing. Microsoft saw the program that Tim had written and in 1980, paid him $25,000 for a license for DOS. A year later they paid another $50,000 to acquire the rights. It became known as the Microsoft disk operating system (MS-DOS), and the rest is history. Microsoft and Bill Gates became very successful using Paterson's operating system.

Part II. Complete the sentences with information from the article. Use adjective clauses in your completions.

1. Tim Paterson was the person who ______________________________
2. Seattle Computer was the company that ______________________________
3. The abbreviation for the program was QDOS, which ______________________________
4. I.B.M. was a company that ______________________________
5. Microsoft, which ______________________________
6. Microsoft acquired rights to a program that ______________________________

☐ Exercise 42. Warm-up. (Chart 13-9)

Choose the correct meaning (a. or b.) for each sentence.

1. The couple has thirteen children, only a few of whom live at home.
   a. Ten children live at home.
   b. A few of the couple's children live at home.

2. Victoria bought a dozen dresses, most of which she later returned to the store.
   a. Victoria returned a dozen dresses.
   b. Victoria kept a few of the dresses.

13-9 Using Expressions of Quantity in Adjective Clauses

In my class there are 20 students. *Most of **them*** are from Asia.	An adjective clause may contain an expression of quantity with ***of****:* *some of, many of, most of, none of, two of, half of, both of, etc.*
(a) In my class there are 20 students, *most of **whom*** are from Asia. (b) He gave several reasons, *only a few of **which*** were valid. (c) The teachers discussed Jim, *one of **whose** problems* was poor study habits.	The expression of quantity precedes the pronoun. Only ***whom***, ***which***, and ***whose*** are used in this pattern. This pattern is more common in writing than speaking. Commas are used.

☐ Exercise 43. Looking at grammar. (Chart 13-9)

Combine the two sentences in each item. Use the second sentence as an adjective clause.

1. The city has sixteen schools. Two of them are junior colleges.
   → *The city has sixteen schools, two of which are junior colleges.*
2. Last night the orchestra played three symphonies. One of them was Beethoven's Seventh.
3. I tried on six pairs of shoes. I liked none of them.
4. The village has around 200 people. The majority of them are farmers.
5. That company currently has five employees. All of them are computer experts.
6. After the riot, over 100 people were taken to the hospital. Many of them had been innocent bystanders.

☐ **Exercise 44. In your own words.** (Chart 13-9)

Complete the sentences with your own words. Use adjective clauses.

1. Al introduced me to his roommates, both of *whom are from California.*
2. The Paulsons own four automobiles, one of ____________________
3. I have three brothers, all of ____________________
4. I am taking four courses, one of ____________________
5. I have two roommates, neither of ____________________
6. This semester I had to buy fifteen books, most of ____________________
7. The company hired ten new employees, some of ____________________
8. In my apartment building, there are twenty apartments, several of ____________________

____

☐ **Exercise 45. Warm-up.** (Chart 13-10)

What does ***which*** refer to in each sentence?

1. The soccer team worked very hard to win, **which** made their coach very proud.
2. Some of the athletes in the class cheated on the final exam, **which** disappointed their coach.
3. Sam took the final exam, **which** he passed without cheating.

13-10 Using *Which* to Modify a Whole Sentence

(a) Tom was late. ***That*** surprised me. (b) Tom was late, ***which*** *surprised me.* (c) The elevator is out of order. ***This*** is too bad. (d) The elevator is out of order, ***which*** *is too bad.*	The pronouns ***that*** and ***this*** can refer to the idea of a whole sentence which comes before. In (a): The word ***that*** refers to the whole sentence ***Tom was late***. Similarly, an adjective clause with ***which*** may modify the idea of a whole sentence. In (b): The word ***which*** refers to the whole sentence ***Tom was late.*** Using ***which*** to modify a whole sentence is informal and occurs most frequently in spoken English. This structure is generally not appropriate in formal writing. Whenever it is written, however, it is preceded by a comma to reflect a pause in speech.

☐ Exercise 46. Looking at grammar. (Chart 13-10)

Combine the two sentences. Use the second sentence as an adjective clause.

1. Sonya lost her job. That wasn't surprising.
   → *Sonya lost her job, which wasn't surprising.*
2. She usually came to work late. That upset her boss.
3. So her boss fired her. That made her angry.
4. She hadn't saved any money. That was unfortunate.
5. So she had to borrow some money from me. I didn't like that.
6. She has found a new job. That is lucky.
7. So she has repaid the money she borrowed from me. I appreciate that.
8. She has promised herself to be on time to work every day. That is a good idea.

☐ Exercise 47. Looking at grammar. (Charts 13-1 → 13-10)

Combine sentences a. and b. Use b. as an adjective clause. Use formal written English. Punctuate carefully.

1. a. An antecedent is a word.
   b. A pronoun refers to this word.
   → *An antecedent is a word to which a pronoun refers.*

2. a. The blue whale is considered the largest animal that has ever lived.
   b. It can grow to 100 feet and 150 tons.

3. a. The plane was met by a crowd of 300 people.
   b. Some of them had been waiting for more than four hours.

4. a. In this paper, I will describe the basic process.
   b. Raw cotton becomes cotton thread by this process.

5. a. The researchers are doing case studies of people to determine the importance of heredity in health and longevity.
   b. These people's families have a history of high blood pressure and heart disease.

6. a. At the end of this month, scientists at the institute will conclude their AIDS research.
   b. The results of this research will be published within six months.

7. a. According to many education officials, "math phobia" (that is, a fear of mathematics) is a widespread problem.
   b. A solution to this problem can and must be found.

8. a. The art museum hopes to hire a new administrator.
   b. Under this person's direction, it will be able to purchase significant pieces of art.

9. a. The giant anteater licks up ants for its dinner.
   b. Its tongue is longer than 30 centimeters (12 inches).

10. a. The anteater's tongue is sticky.
    b. It can go in and out of its mouth 160 times a minute.

☐ Exercise 48. Reading and grammar. (Charts 13-1 → 13-10)

Read about Ellen and her commute to work. Underline what the words in blue refer to.

(1) Ellen lives on an island and commutes to work by passenger ferry, which means she takes a boat with other foot passengers to the city where they work.

(2) She leaves her house at 6:00, which is earlier than she'd like but necessary because the ferry ride takes 30 minutes. Ellen needs 20 minutes to drive to the parking lot where she leaves her car and boards the ferry. Once she's on the other side, she catches a bus which takes her to her office.

(3) Traffic is usually heavy at that hour, so she's on the bus for another 30 minutes. On the bus, she usually reads reports that she was too tired to finish the night before.

(4) The bus drops her off a few blocks from her office. Sometimes she stops at an espresso stand and picks up coffee for her co-workers, for which they reimburse her later.

(5) By the time she gets to her office, she has been commuting for an hour and a half, which she wishes she didn't have to do but isn't going to change because she enjoys her life on the island so much.

☐ Exercise 49. Let's talk or write. (Charts 13-1 → 13-10)

Discuss and/or write definitions for one or more of the given topics. Include an adjective clause in each definition. If you are writing, choose only one item and expand your definition to a paragraph.

The ideal . . .

1. friend
2. mother
3. father
4. spouse
5. school
6. vacation
7. teacher
8. student
9. job
10. doctor
11. lifestyle
12. (*your choice*)

☐ Exercise 50. Warm-up. (Chart 13-11)

Look at the words in blue. What differences do you notice between each pair of sentences?
NOTE: Sentences a. and b. have the same meaning.

1. a. I talked to the people who were sitting beside me at the ball game.
   b. I talked to the people sitting beside me at the ball game.

2. a. The notebooks that are on my desk are mine.
   b. The notebooks on my desk are mine.

3. a. I read an article about Marie Curie, who was a famous French scientist.
   b. I read an article about Marie Curie, a famous French scientist.

13-11 Reducing Adjective Clauses to Adjective Phrases

CLAUSE: *A clause* is a group of related words that contains a subject and a verb.
PHRASE: *A phrase* is a group of related words that does not contain a subject and a verb.

(a) CLAUSE: The girl ***who is sitting next to me*** is Mai. (b) PHRASE: The girl ***sitting next to me*** is Mai. (c) CLAUSE: The girl (*whom*) ***I saw*** was Mai. (d) PHRASE: (*none*)	An adjective phrase is a reduction of an adjective clause. It modifies a noun. It does not contain a subject and verb. Examples (a) and (b) have the same meaning. Only adjective clauses that have a subject pronoun — ***who, which,*** or ***that*** — are reduced to modifying adjective phrases. The adjective clause in (c) cannot be reduced to an adjective phrase.
(e) CLAUSE: The man ***who is talking*** *to John* is from Korea. PHRASE: The man Ø Ø ***talking*** *to John* is from Korea. (f) CLAUSE: The ideas ***which are presented*** *in that book* are good. PHRASE: The ideas Ø Ø ***presented*** *in that book* are good. (g) CLAUSE: Ann is the woman ***that is responsible*** *for the error.* PHRASE: Ann is the woman Ø Ø ***responsible*** *for the error.*	There are two ways in which an adjective clause is changed to an adjective phrase. **1.** If the adjective clause contains the ***be*** form of a verb, omit the subject pronoun and the ***be*** form, as in (e), (f), and (g).*
(h) CLAUSE: English has an alphabet ***that consists*** *of 26 letters.* PHRASE: English has an alphabet Ø ***consisting*** *of 26 letters.* (i) CLAUSE: Anyone ***who wants*** *to come with us* is welcome. PHRASE: Anyone Ø ***wanting*** *to come with us* is welcome.	**2.** If there is no ***be*** form of a verb in the adjective clause, it is sometimes possible to omit the subject pronoun and change the verb to its ***-ing*** form, as in (h) and (i).
(j) ***Paris,*** *which is the capital of France,* is an exciting city. (k) ***Paris,*** *the capital of France,* is an exciting city.	If the adjective clause requires commas, as in (j), the adjective phrase also requires commas, as in (k). An adjective phrase in which a noun follows another noun, as in (k), is called an *appositive.*

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*If an adjective clause that contains ***be*** + *a single adjective* is changed, the adjective is moved to its normal position in front of the noun it modifies.

CLAUSE: ***Fruit that is fresh*** *tastes better than old, soft, mushy fruit.*
CORRECT PHRASE: ***Fresh fruit*** *tastes better than old, soft, mushy fruit.*
INCORRECT PHRASE: Fruit fresh tastes better than old, soft, mushy fruit.

☐ Exercise 51. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective clauses to adjective phrases.

1. Do you know the woman who is coming toward us?
   → *Do you know the woman coming toward us?*
2. The scientists who are researching the causes of cancer are making progress.
3. We have an apartment which overlooks the park.
4. The photographs which were published in the newspaper were extraordinary.
5. The rules that allow public access to wilderness areas need to be reconsidered.
6. The psychologists who study the nature of sleep have made important discoveries.
7. Antarctica is covered by a huge ice cap that contains 70 percent of the earth's fresh water.
8. When I went to Alex's house to drop off some paperwork, I met Jacob, who is his partner.
9. Many of the students who hope to enter this university will be disappointed because only one-tenth of those who apply for admission will be accepted.
10. Kuala Lumpur, which is the capital of Malaysia, is a major trade center in Southeast Asia.

☐ Exercise 52. Listening. (Charts 13-10 and 13-11)

Listen to the sentences. Choose the correct meaning (a. or b.) for each sentence. In some cases, both a. and b. are correct.

CD 2
Track 10

Example: You will hear: The experiment conducted by the students was successful.
You will choose: [✓ a.] The students conducted an experiment.
[✓ b.] The experiment was successful.

1. a. There is a fence around our house.
   b. Our house is made of wood.

2. a. All schoolchildren receive a good education.
   b. That school provides a good education.

3. a. The university president will give a speech.
   b. Dr. Stanton will give a speech.

4. a. There is a galaxy called the Milky Way.
   b. Our solar system is called the Milky Way.

☐ Exercise 53. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective phrases to adjective clauses.

1. We visited Barcelona, a city in northern Spain.
   → *We visited Barcelona, which is a city in northern Spain.*

2. Corn was one of the agricultural products introduced to the European settlers by the Indians. Some of the other products introduced by the Indians were potatoes, peanuts, and tobacco.

3. Mercury, the nearest planet to the sun, is also the smallest of the planets orbiting our sun.

4. The pyramids, the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.

5. Any student not wanting to go on the trip should inform the office.

6. Be sure to follow the instructions given at the top of the page.

☐ Exercise 54. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective clauses to adjective phrases.

Early Failures of Famous People

(1) Many famous people did not enjoy immediate success in their early lives. Abraham Lincoln, ~~who was~~ one of the truly great presidents of the United States, ran for public office 26 times and lost 23 of the elections.

(2) Walt Disney, who was the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.

(3) Thomas Edison, who was the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.

(4) Albert Einstein, who was one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

☐ Exercise 55. Looking at grammar. (Charts 13-10 and 13-11)

Complete the sentences in Part II by turning the information in Part I into adjective phrases. Use commas as necessary.

Part I.

a. It is the lowest place on the earth's surface.
✓b. It is the highest mountain in the world.
c. It is the capital of Iraq.
d. It is the capital of Argentina.
e. It is the largest city in the Western Hemisphere.
f. It is the largest city in the United States.
g. It is the most populous country in Africa.
h. It is the northernmost country in Latin America.
i. They are sensitive instruments that measure the shaking of the ground.
j. They are devices that produce a powerful beam of light.

Part II.

1. Mount Everest , *the highest mountain in the world,* is in the Himalayas.
2. One of the largest cities in the Middle East is Baghdad ____________________
3. Earthquakes are recorded on seismographs ____________________
4. The Dead Sea ____________________ is located in the Middle East between Jordan and Israel.
5. The newspaper reported an earthquake in Buenos Aires ____________________
6. Industry and medicine are continually finding new uses for lasers ____________________

____

7. Mexico ____
lies just south of the United States.

8. The nation Nigeria ________________________________ consists
of over 250 different cultural groups even though English is the official language.

9. Both Mexico City ____________________________ and New York City
____________________________ face challenging futures.

☐ Exercise 56. Listening. (Chapters 12 and 13)

CD 2
Track 11

Part I. Listen to the lecture about animals and earthquake predictions with your book closed. Then open your book and read the statements. Circle "T" for true and "F" for false.

1. That animals can predict earthquakes is an indisputable fact. T F
2. Some animals exhibit unusual behavior before an earthquake. T F
3. According to the lecture, scientists are certain that the energy in the air changes before an earthquake. T F
4. Some scientists believe that animal behavior can be helpful in earthquake prediction. T F

Part II. Listen again. Complete the sentences with the words you hear.

Animals and Earthquakes

__________1__________ animals can predict earthquakes has been widely debated for hundreds of years. In fact, as far back as 373 B.C., villagers __________2__________ hundreds of animals deserted the Greek town of Helice a few days before an earthquake destroyed it. There are other interesting phenomena __________3__________. For example, before an earthquake, dogs may begin barking or howling for no reason; chickens might stop laying eggs; and some pets will go into hiding.

In Asia in 2004, many animals __________4__________ accustomed to being on the beach in the early morning refused to go there the morning of the big tsunami. In Thailand, a herd of buffalo on a beach noticed or heard __________5__________ made them run to the top of a hill before the tsunami was anywhere in sight. The villagers __________6__________ them were saved.

What causes this strange behavior in animals? One theory ____________ 7 can sense the earth move before people can. There are vibrations deep in the earth ____________ 8 before an earthquake can be detected. Another idea ____________ 9 the energy in the air changes ____________ 10 animals are disturbed by these changes.

Some scientists dismiss these ideas, while others ____________ 11 they are worth researching further. Those scientists ____________ 12 witnessed this strange animal behavior ____________ 13 animals are far more sensitive to subtle changes in the earth than people are ____________ 14 studying their behavior can be useful in the prediction of earthquakes.

☐ Exercise 57. Looking at grammar. (Chapter 13)

Combine each group of short, choppy sentences into one sentence. Use the underlined sentence as the independent clause and build your sentence around it. Use adjective clauses and adjective phrases wherever possible.

1. Chihuahua is divided into two regions. It is the largest Mexican state. One region is a mountainous area in the west. The other region is a desert basin in the north and east.

   Chihuahua, the largest Mexican state, is divided into two regions, a mountainous area in the west and a desert basin in the north and east.

2. Disney World covers a large area of land. It is an amusement park. It is located in Orlando, Florida. The land includes lakes, golf courses, campsites, hotels, and a wildlife preserve.

   ____

   ____

   ____

3. Jamaica is one of the world's leading producers of bauxite. It is the third largest island in the Caribbean Sea. Bauxite is an ore. Aluminum is made from this ore.

   ____

   ____

   ____

4. Robert Ballard made headlines in 1985. He is an oceanographer. In 1985 he discovered the remains of the *Titanic*. The *Titanic* was the "unsinkable" passenger ship. It has rested on the floor of the Atlantic Ocean since 1912. It struck an iceberg in 1912.

____

____

____

5. The Republic of Yemen is an ancient land. It is located at the southwestern tip of the Arabian Peninsula. This land has been host to many prosperous civilizations. These civilizations include the Kingdom of Sheba and various Islamic empires.

____

____

____

☐ Exercise 58. Check your knowledge. (Chapter 13)

Correct the errors. All of the sentences are adapted from student writing.

1. Baseball is the only sport in which I am interested in it.
2. My favorite teacher, Mr. Chu, he was always willing to help me after class.
3. It is important to be polite to people who lives in the same building.
4. My sister has two children, who their names are Ali and Talal.
5. He comes from Venezuela that is a Spanish-speaking country.
6. There are some people in the government who is trying to improve the lives of the poor.
7. My classroom is located on the second floor of Carver Hall that is a large brick building in the center of the campus.
8. A myth is a story expresses traditional beliefs.
9. There is an old legend telling among people in my country about a man lived in the seventeenth century and saved a village from destruction.
10. An old man was fishing next to me on the pier was muttering to himself.
11. The road that we took it through the forest it was narrow and steep.
12. There are ten universities in Thailand, seven of them are located in Bangkok is the capital city.

13. At the national park, there is a path leads to a spectacular waterfall.

14. At the airport, I was waiting for some relatives which I had never met them before.

15. It is almost impossible to find two persons who their opinions are the same.

16. On the wall, there is a colorful poster which it consists of a group of young people who dancing.

17. The sixth member of our household is Pietro that is my sister's son.

18. Before I came here, I didn't have the opportunity to speak with people who English is their native tongue.

☐ Exercise 59. Let's write. (Chapter 13)

Write a paragraph on one or more of the given topics. Try to use adjective clauses and phrases.

Topics:

1. Write about three historical figures from your country. Give your reader information about their lives and accomplishments.
2. Write about your favorite TV shows. What are they? What are they about? Why do you enjoy them?
3. Who are some people in your country who are popular with young people (e.g., singers, movie stars, political figures, etc.)? Tell your readers about these people. Assume your readers are completely unfamiliar with them.
4. You are a tourist agent for your hometown/country. Write a descriptive brochure that would make your readers want to visit your hometown/country.

Chapter 14

Gerunds and Infinitives, Part 1

☐ **Exercise 1. Warm-up.** (Chart 14-1)
Complete the sentences with the words in the list. Give your own opinion. Then answer the questions.

baseball
basketball
golf
soccer
badminton
tennis

1. **Playing** ____________________ is fun.
2. My friends and I enjoy **playing** ____________________.
3. I don't know much about **playing** ____________________.

In which sentence is ***playing***

a. the object of the verb?
b. the subject?
c. the object of a preposition?

14-1 Gerunds: Introduction

(a) *Playing* (S) tennis is (V) fun.	A *gerund* is the ***-ing*** form of a verb used as a noun.* A gerund is used in the same ways as a noun, i.e., as a subject or as an object. In (a): ***playing*** is a gerund. It is used as the subject of the sentence. ***Playing tennis*** is a *gerund phrase*.
(b) We (S) enjoy (V) *playing* (O) tennis.	In (b): ***playing*** is a gerund used as the object of the verb ***enjoy***.
(c) He's excited about (PREP) *playing* (O) tennis.	In (c): ***playing*** is a gerund used as the object of the preposition ***about***.

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*Compare the uses of the ***-ing*** form of verbs:
(1) ***Walking*** *is good exercise.* → ***walking*** = a gerund used as the subject of the sentence.
(2) *Bob and Ann are* ***playing*** *tennis.* → ***playing*** = a present participle used as part of the present progressive tense.
(3) *I heard some* ***surprising*** *news.* → ***surprising*** = a present participle used as an adjective.

☐ Exercise 2. Warm-up. (Chart 14-2)

Each phrase in blue contains a preposition. What do you notice about the form of the verb that follows each preposition?

1. Sonya is excited about **moving** to a new city.
2. You'd better have a good excuse for **being** late.
3. I'm looking forward to **going** on vacation soon.

14-2 Using Gerunds as the Objects of Prepositions

(a) We talked *about going* to Canada for our vacation. (b) Sue is in charge *of organizing* the meeting. (c) I'm interested *in learning* more about your work.	A gerund is frequently used as the object of a preposition.
(d) I*'m used to sleeping* with the window open. (e) I*'m accustomed to sleeping** with the window open. (f) I *look forward to going* home next month.	In (d) through (f): ***to*** is a preposition, not part of an infinitive form, so a gerund follows.
(g) We *talked about not going* to the meeting, but finally decided we should go.	NEGATIVE FORM: ***not*** precedes a gerund.

Common preposition combinations followed by gerunds

be excited *be* worried	*about doing* it
complain dream talk think	*about/of doing* it
apologize blame someone forgive someone have an excuse have a reason *be* responsible thank someone	*for doing* it
keep someone prevent someone prohibit someone stop someone	*from doing* it
be interested believe participate succeed	*in doing* it
be accused *be* capable *be* guilty instead take advantage take care	*of doing* it
be tired	*of/from doing* it
insist *on doing* it	
be accustomed in addition *be* committed *be* devoted look forward object *be* opposed *be* used	*to doing* it

*Possible in British English: *I'm accustomed to sleep with the window open.*

☐ Exercise 3. Looking at grammar. (Chart 14-2)

Complete each sentence with a preposition and a form of ***go***.

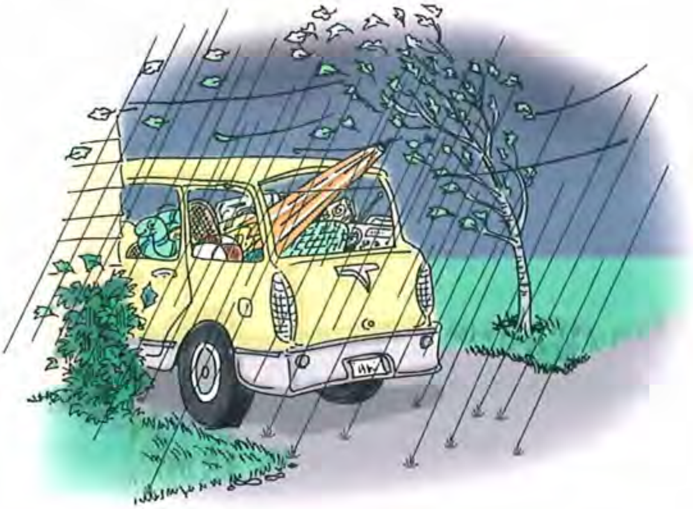
1. We thought *about going* to the beach.
2. We talked about going there.
3. We're interested for going there there.
4. My family is excited about going there.

5. The children insisted on going ____________________ there.

6. They're looking forward to go ____________________ there.

7. The rain prevented us from going ____________________ there.

8. A storm kept us from going ____________________ there.



☐ Exercise 4. Looking at grammar. (Chart 14-2)

Complete each sentence with a preposition and a form of the verb in parentheses.

Situation 1: An airplane flight.

1. Two children are excited (*take*) ___*about taking*___ their first flight.

2. They have been looking forward (*be*) for being ____________________ above the clouds.

3. A first-time flyer is worried (*fly*) about flying ____________________ in stormy weather.

4. One passenger is blaming another passenger (*spill*) for spilling ____________________ his coffee.

5. A man is complaining (*have*) ____________________ an aisle seat rather than a window seat.

6. The pilot was late, but he had an excuse (*be*) ____________________ late.

7. The co-pilot will be responsible (*fly*) ____________________ the plane.

8. Security personnel are prohibiting a woman (*get*) ____________________ on the flight.

SITUATION 2: At a police station.

9. The teenager has been accused (*steal*) ____________________ a purse.
10. An elderly woman said he was responsible (*take*) ____________________ it.
11. The police are blaming him (*do*) ____________________ it.
12. The teenager said he was trying to prevent someone else (*take*) ____________________ it.
13. He is upset. The police are listening to the woman instead (*listen*) ____________________ to his version of the story.
14. He has not yet succeeded (*convince*) ____________________ the police of his innocence.

☐ Exercise 5. Looking at grammar. (Chart 14-2)

Complete each sentence with an appropriate preposition and the ***-ing*** form of the given verb.

1. look — Alice isn't interested ____*in looking*____ for a new job.
2. do — You are capable ____________________ better work.
3. have — I'm accustomed ____________________ a big breakfast.
4. help — Thank you ____________________ me carry my suitcases.
5. know — Mrs. Grant insisted ____________________ the whole truth.
6. be — I believe ____________________ honest at all times.
7. live — You should take advantage ____________________ here.
8. go, not — Fatima had a good reason ____________________ to class yesterday.
9. search — Everyone in the neighborhood participated ____________________ for the lost child.
10. make — I apologized to Yoko ____________________ her wait for me.
11. go — In addition ____________________ to school full-time, Spiro has a part-time job.
12. run — I stopped the child ____________________ into the street.
13. go — Where should we go for dinner tonight? Would you object ____________________ to an Italian restaurant?
14. clarify — The mayor made another public statement for the purpose ____________________ the new tax proposal.
15. wear — Larry isn't used ____________________ a suit and tie every day.

☐ Exercise 6. Listening. (Chart 14-2)

CD 2
Track 12

Listen to each dialogue. Summarize it by completing each sentence with a preposition and a gerund phrase.

1. The man apologized *for being late.*
2. The woman succeeded ____________________
3. Both speakers are complaining ____________________
4. The man thanked his friend ____________________
5. The man didn't have an excuse ____________________
6. The woman isn't used ____________________
7. The flu kept the man ____________________

☐ Exercise 7. Let's talk: interview. (Chart 14-2)

Interview two classmates for each question. Share some of their answers with the class.

1. Where \ you \ think \ go \ today?
   → *Where are you thinking about going today?*
2. What \ you \ not accustomed \ do?
3. What \ you \ interested \ find out about?
4. Where \ you \ look forward \ go \ on your next trip?
5. What \ be \ a good reason \ not \ do \ your homework?

☐ Exercise 8. Let's talk. (Chart 14-2)

Answer the questions in complete sentences. Use prepositions followed by gerunds in your answers. Work in pairs or small groups.

Example:
SPEAKER A (*book open*): Your friend was rude. Did she apologize?
SPEAKER B (*book closed*): Yes, she apologized *for being* rude. OR No, she didn't apologize *for being* rude.

1. Your neighbor helped you carry heavy boxes. Did you thank him/her?
2. You're going to visit your friends in another town this weekend. Are you looking forward to that?
3. You didn't come to class on time yesterday. Did you have a good excuse?
4. You're living in a cold/warm climate. Are you accustomed to that?
5. You're going to a tropical island for vacation. Are you excited?
6. A customer interrupted you while you were talking to the store manager. Did she apologize?
7. The students in the class did role-plays. Did all of them participate?

(Change roles if working in pairs.)

8. Someone broke the window. Do you know who was responsible?
9. People in some countries have their biggest meal at lunch. Are you used to doing that?
10. The weather is hot/cold. What does that prevent you from doing?
11. The advanced students have to do a lot of homework. Do they complain?
12. Your wallet was missing after your friend visited. Do you blame him?
13. You didn't study grammar last night. What did you do instead?
14. You studied last weekend. What did you do in addition?

☐ Exercise 9. Let's talk. (Chart 14-2)

Answer the questions with ***by*** + *a gerund or gerund phrase* to express how something is done. Work in pairs, in small groups, or as a class.

1. How do you turn off a cell phone? → *By pushing a button.*
2. How can students improve their listening comprehension?
3. How do people satisfy their hunger?
4. How do people quench their thirst?
5. How did you find out what *quench* means?
6. What are some ways employees get in trouble with their manager?
7. How do dogs show they are happy?
8. In a restaurant, how do you catch the server's attention?

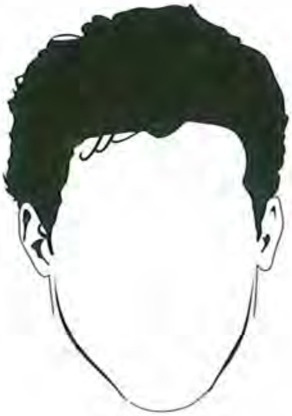
☐ Exercise 10. Let's talk: interview. (Chart 14-2)

Part I. Interview your classmates about the different ways people express emotions. Answers can include descriptions of facial expressions, actions, what people say, etc. Try to use ***by*** + *gerund* in your answers. Share some of the answers with the class.

Example: excitement
SPEAKER A: How do people show excitement at a sports event?
SPEAKER B: People show excitement at a sports event by clapping their hands, jumping up and down, and yelling.

1. happiness
2. sadness
3. anger
4. frustration
5. confusion
6. disagreement
7. agreement
8. surprise

Part II. Draw a face that shows an emotion. Ask a classmate to guess which emotion you've tried to show.



☐ Exercise 11. Warm-up. (Chart 14-3)

Complete the sentences with phrases in the list that are true for you. What do you notice about the form of the verbs in these phrases?

buying things online
going online to get news
reading newspapers
spending hours at a computer
surfing the internet
talking about politics
watching commercials on TV
watching the news on TV

1. I enjoy ______________________________.
2. I don't enjoy ______________________________.
3. I avoid ______________________________.

14-3 Common Verbs Followed by Gerunds

verb + gerund (a) I *enjoy* *playing* tennis.	Gerunds are used as the objects of certain verbs. In (a): ***enjoy*** is followed by a gerund (***playing***). ***Enjoy*** is not followed by an infinitive. *INCORRECT: I enjoy ~~to play~~ tennis.* Common verbs that are followed by gerunds are listed below.
(b) Joe *quit smoking.* (c) Joe *gave up smoking.*	Examples (b) and (c) have the same meaning. Some phrasal verbs,* e.g., *give up*, are followed by gerunds. See these phrasal verbs in parentheses below.

Verb + *gerund*

enjoy
appreciate
mind
quit (give up)
finish (get through)
stop**
avoid
postpone (put off)
delay
keep (keep on)
consider
discuss
mention
suggest

---

*A *phrasal verb* consists of a verb and a particle (a small word such as a preposition) that together have a special meaning. For example, *put off* means "postpone."

***Stop* can also be followed by an infinitive of purpose. *He **stopped** at the station **(in order) to get** some gas.* See *infinitives of purpose*, Charts 14-7, p. 317, and 15-1, p. 331.

☐ Exercise 12. Looking at grammar. (Chart 14-3)

Make sentences with the given words. Use any tense and subject. Work in pairs, in small groups, or as a class.

Example: enjoy \ drink tea
SPEAKER A: enjoy [*pause*] drink tea
SPEAKER B: I enjoy drinking tea with breakfast.

1. mind \ open the window
2. finish \ eat dinner
3. get through \ eat dinner
4. stop \ rain
5. keep \ work
6. keep on \ work

(*Change roles if working in pairs.*)

7. postpone \ do my work
8. put off \ do my work
9. delay \ leave on vacation
10. consider \ get a job
11. talk about \ go to a movie
12. mention \ go out of town

☐ Exercise 13. Listening. (Chart 14-3)

CD 2
Track 13

Listen to the conversations. Complete the sentences with appropriate verbs.

1. The speakers enjoy watching movies on weekends.
2. The speakers have given up smoking for better weather.
3. The speakers are going to keep on waching tv.
4. The speakers are discussing about going to a concert in the city.
5. The speakers have put off on doing their homework.
6. The speakers are going to delay working in the office.

☐ Exercise 14. Looking at grammar. (Chart 14-3)

Complete the sentences with appropriate gerunds.

1. When Beth got tired, she stopped working / studying.
2. Would you mind for opening the door? Thanks.
3. I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through studiying.
4. Where are you considering traviling/having for your break?
5. Sometimes I put off ______________ my apartment.
6. You have to decide where you want to go to school next year. You can't postpone ______________ that decision much longer.
7. I wanted to go to Mexico. Sally suggested ______________ to Hawaii.
8. Tony mentioned ______________ the bus to school instead of walking.
9. I appreciate ______________ able to study in peace and quiet.

☐ Exercise 15. Warm-up. (Chart 14-4)

Complete the sentences by circling all the activities that are true for you. All the choices end in ***-ing***. What do you notice about the verbs in blue?

1. Last week I went *shopping* *running* *biking* *dancing*.
2. I like to go *hiking* *swimming* *camping* *sightseeing*.
3. I've never gone *fishing* *bowling* *skiing* *diving*.

14-4 *Go* + Gerund

(a) Did you ***go shopping***?
(b) We ***went fishing*** yesterday.

Go is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

Go + gerund

go biking
go birdwatching
go boating
go bowling
go camping
go canoeing/kayaking
go dancing
go fishing*
go hiking
go hunting
go jogging
go mountain climbing
go running
go sailing
go shopping
go sightseeing
go skating
go skateboarding
go skiing
go skinnydipping
go sledding
go snorkeling
go swimming
go window shopping

*Also, in British English: *go angling.*

☐ Exercise 16. Let's talk. (Chart 14-4)

Discuss the activities listed in Chart 14-4. Work in pairs, in small groups, or as a class.

1. Which ones have you done? When? Briefly describe your experiences.
2. Which ones do you like to do?
3. Which ones do you never want to do?
4. Which ones have you not done but would like to do?

☐ Exercise 17. Listening. (Chart 14-4)

CD 2
Track 14

Listen to the story with your book closed. Then open your book and listen again. Complete the sentences with a form of ***go*** and any verb that makes sense.

1. The first thing Saturday morning, Ron ___went canoeing___.
2. He brought a fishing rod so he could ___go fishing___.
3. He saw some friends on a sailboat but didn't ___go fishing/sealing___ with them.
4. He ___went canoeing___ instead.
5. After lunch, he ___went diving___.
6. He finished the day by ___go drinking___ with some of his friends.

☐ Exercise 13. Listening. (Chart 14-3)

Listen to the conversations. Complete the sentences with appropriate verbs.

CD 2
Track 13

1. The speakers enjoy _____watching_____ movies on weekends.
2. The speakers have given up ________________ for better weather.
3. The speakers are going to keep on ________________.
4. The speakers are discussing ________________ to a concert in the city.
5. The speakers have put off ________________ their homework.
6. The speakers are going to delay ________________ the office.

☐ Exercise 14. Looking at grammar. (Chart 14-3)

Complete the sentences with appropriate gerunds.

1. When Beth got tired, she stopped _____working / studying_____.
2. Would you mind ________________ the door? Thanks.
3. I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through ________________.
4. Where are you considering ________________ for your break?
5. Sometimes I put off ________________ my apartment.
6. You have to decide where you want to go to school next year. You can't postpone ________________ that decision much longer.
7. I wanted to go to Mexico. Sally suggested ________________ to Hawaii.
8. Tony mentioned ________________ the bus to school instead of walking.
9. I appreciate ________________ able to study in peace and quiet.

☐ Exercise 15. Warm-up. (Chart 14-4)

Complete the sentences by circling all the activities that are true for you. All the choices end in ***-ing***. What do you notice about the verbs in blue?

1. Last week I went *shopping* *running* *biking* *dancing*.
2. I like to go *hiking* *swimming* *camping* *sightseeing*.
3. I've never gone *fishing* *bowling* *skiing* *diving*.

14-4 *Go* + Gerund

(a) Did you ***go shopping***? (b) We ***went fishing*** yesterday.	***Go*** is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

***Go* + gerund**

go biking
go birdwatching
go boating
go bowling
go camping
go canoeing/kayaking
go dancing
go fishing*
go hiking
go hunting
go jogging
go mountain climbing
go running
go sailing
go shopping
go sightseeing
go skating
go skateboarding
go skiing
go skinnydipping
go sledding
go snorkeling
go swimming
go window shopping

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*Also, in British English: *go angling.*

☐ Exercise 16. Let's talk. (Chart 14-4)

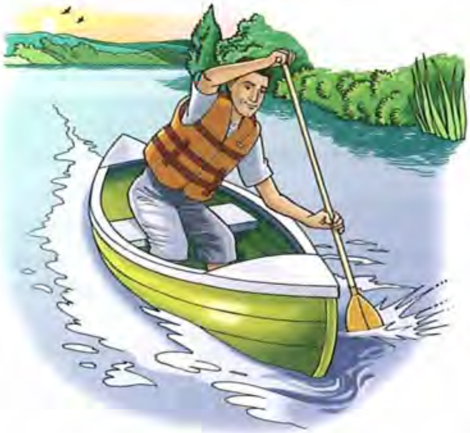
Discuss the activities listed in Chart 14-4. Work in pairs, in small groups, or as a class.

1. Which ones have you done? When? Briefly describe your experiences.
2. Which ones do you like to do?
3. Which ones do you never want to do?
4. Which ones have you not done but would like to do?

☐ Exercise 17. Listening. (Chart 14-4)

CD 2
Track 14

Listen to the story with your book closed. Then open your book and listen again. Complete the sentences with a form of ***go*** and any verb that makes sense.



1. The first thing Saturday morning, Ron ____*went canoeing*____.
2. He brought a fishing rod so he could ________________.
3. He saw some friends on a sailboat but didn't ________________ with them.
4. He ________________ instead.
5. After lunch, he ________________.
6. He finished the day by ________________ with some of his friends.

☐ Exercise 18. Let's talk. (Chart 14-4)

Make a sentence that is true for you using the words in parentheses. Then ask a classmate, "How about you?"

Example: I (*enjoy, don't enjoy*) \ go \ shop \ for clothes
SPEAKER A: I don't enjoy going shopping for clothes. How about you?
SPEAKER B: No, I don't enjoy it either. OR Actually, I enjoy it.

1. I (*go, never go*) \ dance \ on weekends
2. I (*like to go, don't like to go*) \ bowl
3. I (*sometimes postpone, never postpone*) \ do \ my homework
4. I (*really appreciate, don't appreciate*) \ get \ emails from advertisers
5. I (*am considering, am not considering*) \ look \ for a new place to live
6. I (*enjoy, don't enjoy*) \ play \ card games
7. I (*used to go, never went*) \ fish \ as a child
8. I (*go, never go*) \ jog \ for exercise

☐ Exercise 19. Warm-up. (Chart 14-5)

Read the story. Look at the phrases in blue. Underline the verb that follows each phrase. What form do these verbs take?

Ms. Jones, the teacher, is new and inexperienced. She speaks very quickly, so students have a hard time following her. Because they have difficulty understanding her, they spend a lot of class time asking questions. In response, Ms. Jones gives long, wordy explanations and wastes a lot of class time trying to make herself understood. The students sit at their desks looking confused, and Ms. Jones stands in front of the class feeling frustrated.

14-5 Special Expressions Followed by *-ing*

(a) We *had fun* We *had a good time* } *playing* volleyball. (b) I *had trouble* I *had difficulty* I *had a hard time* I *had a difficult time* } *finding* his house.	***-ing*** forms follow certain special expressions: ***have fun/a good time + -ing*** ***have trouble/difficulty + -ing*** ***have a hard time/difficult time + -ing***
(c) Sam *spends most of his time studying.* (d) I *waste a lot of time watching* TV.	***spend*** + *expression of time or money* + ***-ing*** ***waste*** + *expression of time or money* + ***-ing***
(e) She *sat at her desk writing* a letter. (f) I *stood there wondering* what to do next. (g) He *is lying in bed reading* a novel.	***sit*** + *expression of place* + ***-ing*** ***stand*** + *expression of place* + ***-ing*** ***lie*** + *expression of place* + ***-ing***
(h) When I walked into my office, I *found George using* my telephone. (i) When I walked into my office, I *caught a thief looking* through my desk drawers.	***find*** + *(pro)noun* + ***-ing*** ***catch*** + *(pro)noun* + ***-ing*** In (h) and (i): Both ***find*** and ***catch*** mean "discover." ***Catch*** often expresses anger or displeasure.

☐ Exercise 20. Looking at grammar. (Chart 14-5)

Complete the sentences with appropriate ***-ing*** verbs.

1. We had a lot of fun ___playing___ games at the picnic.
2. I have trouble ___understanding___ Mrs. Maxwell when she speaks. She talks too fast.
3. I spent five hours ___doing/writing___ my homework last night.
4. Olga is standing at the corner ___waiting___ for the bus.
5. Ricardo is sitting in class ___taking/writing___ notes.
6. It was a beautiful spring day. Dorothy was lying under a tree ___listening___ to the birds sing.
7. We wasted our money ___watching___ to that movie. It was very boring.
8. Ted is an indecisive person. He has a hard time ___making___ up his mind about anything.
9. I wondered what the children were doing while I was gone. When I got home, I found them ___waching___ TV.
10. When Mr. Chan walked into the kitchen, he caught the children ___eating___ some candy even though he'd told them not to spoil their dinners.

☐ Exercise 21. Let's talk: pairwork. (Chart 14-5)

Work with a partner. Complete a sentence about yourself using an ***-ing*** verb. Ask your partner, "How about you?"

Example: Sometimes I have trouble . . . .
SPEAKER A: Sometimes I have trouble understanding spoken English. How about you?
SPEAKER B: Yeah. Me too. I have a lot of trouble understanding people in TV shows especially.

1. Every week I spend at least an hour . . . .
2. In my free time, I have fun . . . .
3. Sometimes I sit in class . . . .
4. Sometimes I waste money . . . .
5. If you come to my home at midnight, you will find me . . . .

Change roles.

6. I think it's fun to spend all day . . . .
7. Sometimes I have trouble . . . .
8. You will never catch me . . . .
9. I *am/am not* a decisive person. I have a *hard/easy* time . . . .
10. When I'm on a picnic, I always have a good time . . . .

☐ Exercise 22. Listening. (Chart 14-5)

Listen to the sentences. Complete the sentences, orally or in writing, using ***-ing*** verbs.

CD 2 Track 15

Example: You will hear: I play soccer every day. I love it!

You will write (or say): The speaker has fun ___*playing soccer*___.

1. The speaker has trouble ______________________________.
2. The speaker caught his son ______________________________.
3. The speaker stands at the kitchen counter in the mornings ______________________________.
4. The speaker has a hard time ______________________________.
5. The speaker wasted two hours ______________________________.
6. The speaker had a good time ______________________________.
7. The speaker found Tom ______________________________.
8. The speaker spent an hour ______________________________.

☐ Exercise 23. Let's talk: interview. (Chart 14-5)

Make questions with the given words. Interview two people for each item. Share some of the answers with the class.

1. What \ you \ have difficulty \ remember?
2. What \ you \ have a hard time \ learn?
3. What \ you \ have a good time \ play?
4. What English sounds \ you \ have a hard time \ pronounce?
5. What \ people \ waste money \ do?
6. What \ people \ waste time \ do?

☐ Exercise 24. Warm-up. (Chart 14-6)

Check (✓) all the correct sentences.

1. a. ____ We hope visiting them soon.
   b. ____ We hope to visit them soon.
   c. ____ We hope you to visit them soon.

2. a. ____ We told you to call us.
   b. ____ We told to call us.
   c. ____ We told calling us.

3. a. ____ I invited to go to the party.
   b. ____ I invited Ella to go to the party.
   c. ____ Ella was invited to go to the party.

14-6 Common Verbs Followed by Infinitives

Verb + Infinitive

(a) I *hope to see* you again soon. (b) He *promised to be* here by ten.	An *infinitive* = **to** + *the simple form of a verb* (*to see, to be, to go, etc.*).
(c) He *promised not to be* late.	Some verbs are followed immediately by an infinitive, as in (a) and (b). Negative form: ***not*** precedes the infinitive, as in (c).

Common verbs followed by infinitives

hope to (do something)
plan to
intend to*
decide to

promise to
agree to
offer to
refuse to

seem to
appear to
pretend to
ask to

expect to
would like to
want to
need to

Verb + Object + Infinitive

(d) Mr. Lee *told me to be* here at ten o'clock. (e) The police *ordered the driver to stop*. (f) I *was told to be* here at ten o'clock. (g) The driver *was ordered* to stop.	Some verbs are followed by a (pro)noun object and then an infinitive, as in (d) and (e). These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g).

Common verbs followed by (pro)nouns and infinitives

tell someone to
advise someone to**
encourage someone to
remind someone to

invite someone to
permit someone to
allow someone to
warn someone to

require someone to
order someone to
force someone to
ask someone to

expect someone to
would like someone to
want someone to
need someone to

Verb + Infinitive/Verb + Object + Infinitive

(h) I *expect to pass* the test. (i) I *expect Mary to pass* the test.	Some verbs have two patterns: • *verb* + *infinitive*, as in (h) • *verb* + *object* + infinitive, as in (i) COMPARE: In (h): I think I will pass the test. In (i): I think Mary will pass the test.

Common verbs followed by infinitives or by objects and then infinitives

ask to / ask someone to
expect to / expect someone to
need to / need someone to

want to / want someone to
would like to / would like someone to

---

*Intend is usually followed by an infinitive (*I intend to go to the meeting.*) but sometimes may be followed by a gerund (*I intend going to the meeting.*) with no change in meaning.

A gerund is used after ***advise* (active) if there is no noun or pronoun object.
COMPARE:
(1) *He advised buying a Fiat.*
(2) *He advised me to buy a Fiat. I was advised to buy a Fiat.*

☐ Exercise 25. Looking at grammar. (Chart 14-6)

Complete the sentences with ***to leave*** or ***me to leave***. In some cases, both completions are possible.

1. He told ___*me to leave*___.
2. He decided ___*to leave*___.
3. He asked ___*to leave / me to leave*___.
4. He offered ___me to leave/to leave___.
5. She wanted ___to leave/me to leave___.
6. He agreed ___to leave___.
7. She would like ___to leave___.
8. He warned ___me to leave___.
9. She refused ___to leave / me to leave___.
10. He promised ___me to leave___.
11. She hoped ______________.
12. He permitted ______________.
13. She expected ______________.
14. He forced ______________.
15. She allowed ______________.
16. He reminded ______________.
17. She planned ______________.
18. He pretended ______________.

☐ Exercise 26. Looking at grammar. (Chart 14-6)

Report what was said by using the verbs in the list to introduce an infinitive phrase.

advise
allow
ask
encourage
expect
force
order
permit
remind
require
tell
warn

1. The professor said to Alan, "You may leave early."
   → *The professor allowed Alan to leave early.* OR
   → *Alan was allowed to leave early.*
2. Roberto said to me, "Don't forget to take your book back to the library."
3. Mr. Chang thinks I have a good voice, so he said to me, "You should take singing lessons."
4. Mrs. Alvarez was very stern and a little angry. She shook her finger at the children and said to them, "Don't play with matches!"
5. I am very relieved because the Dean of Admissions said to me, "You may register for school late."
6. The law says, "Every driver must have a valid driver's license."
7. My friend said to me, "You should get some automobile insurance."
8. The robber had a gun. He said to me, "Give me all of your money."
9. My boss said to me, "Come to the meeting ten minutes early."

☐ Exercise 27. Let's talk. (Chart 14-6)

Work in small groups. Speaker A forms the question, and Speaker B gives the answer. Speaker C changes the sentence to passive (the *by*-phrase can be omitted).

Example: What \ someone \ remind \ you \ do \ recently?
SPEAKER A: What did someone remind you to do recently, Mario?
SPEAKER B: My roommate reminded me to recharge my cell phone.
SPEAKER C: Mario was reminded to recharge his cell phone.

1. What \ a family member \ remind \ you \ do \ recently?
2. Where \ a friend \ ask \ you \ go \ recently?
3. What \ the government \ require \ people \ do?
4. What \ doctors \ advise \ patients \ do?
5. What \ teachers \ expect \ students \ do?
6. What \ our teacher \ tell \ you \ do \ recently?
7. What \ the laws \ not permit \ you \ do?
8. Where \ parents \ warn \ their kids \ not \ go?
9. What \ our teacher \ encourage \ us \ do to practice our English?

☐ Exercise 28. Looking at grammar. (Charts 14-3 and 14-6)

Complete each sentence with a gerund or an infinitive.

1. We're going out for dinner. Would you like ___*to join*___ us?
2. Jack avoided ___*looking at*___ me.
3. I was broke, so Jenny offered ___to lend___ me a little money.
4. Would you mind __________ the door for me?
5. Even though I asked the people in front of me at the movie __________ quiet, they kept __________.
6. Lucy pretended __________ the answer to my question.
7. The teacher seems __________ in a good mood today, don't you think?
8. I don't mind __________ alone.
9. Mrs. Jackson warned her young son not __________ the hot stove.
10. Residents are not allowed __________ pets in my apartment building.
11. All applicants are required __________ an entrance examination.

12. My boss expects me ________________ the work ASAP.*

13. Joan and David were considering ________________ married in June, but they finally decided ________________ until August.

14. Jack advised me ________________ a new apartment.

15. I was advised ________________ a new apartment.

16. Jack advised ________________ a new apartment.

17. Jack suggested ________________ a new apartment.

18. When we were in New York, we had a really good time ________________ in Central Park on sunny days.

19. This is my first term at this school. I haven't really had any problems, but sometimes I have trouble ________________ the lectures. Some professors speak too fast.

20. Ms. Gray is a commuter. Every workday, she spends almost two hours ________________ to and from work.

B-TRAIN
3RD AVE.
3RD AVE.
3RD AVE.
NEWSPAPERS

☐ Exercise 29. Warm-up. (Chart 14-7)

Which pairs (a. and b.) have basically the same meaning? Which pairs have different meanings?

1. a. It began to snow.
   b. It began snowing.

2. a. I remembered to call my parents.
   b. I remembered calling my parents.

3. a. We love to listen to music.
   b. We love listening to music.

4. a. He forgot to buy a gift.
   b. He forgot buying a gift.

5. a. I stopped to talk to my friend.
   b. I stopped talking to my friend.

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*ASAP = *as soon as possible.*

14-7 Common Verbs Followed by Either Infinitives or Gerunds

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below.

Group A: Verb + Infinitive or Gerund, with No Difference in Meaning

begin start continue like love prefer* hate can't stand can't bear	The verbs in Group A may be followed by either an infinitive or a gerund with little or no difference in meaning.
(a) It *began to rain*. / It *began raining*. (b) I *started to work*. / I *started working*. (c) It *was beginning to rain*.	In (a): There is no difference between ***began to rain*** and ***began raining***. If the main verb is progressive, an infinitive (not a gerund) is usually used, as in (c).

Group B: Verb + Infinitive or Gerund, with a Difference in Meaning

remember forget regret try stop	The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different.
(d) Judy always *remembers to lock* the door.	***Remember*** + *infinitive* = remember to perform responsibility, duty, or task, as in (d).
(e) Sam often *forgets to lock* the door.	***Forget*** + *infinitive* = forget to perform a responsibility, duty, or task, as in (e).
(f) I *remember seeing* the Alps for the first time. The sight was impressive.	***Remember*** + *gerund* = remember (recall) something that happened in the past, as in (f).
(g) I*'ll never forget seeing* the Alps for the first time.	***Forget*** + *gerund* = forget something that happened in the past, as in (g).**
(h) I *regret to tell* you that you failed the test.	***Regret*** + *infinitive* = regret to say, to tell someone, to inform someone of some bad news, as in (h).
(i) I *regret lending* him some money. He never paid me back.	***Regret*** + *gerund* = regret something that happened in the past, as in (i).
(j) I*'m trying to learn* English.	***Try*** + *infinitive* = make an effort, as in (j).
(k) The room was hot. I *tried opening* the window, but that didn't help. So I *tried turning* on the fan, but I was still hot. Finally, I turned on the air conditioner.	***Try*** + *gerund* = experiment with a new or different approach to see if it works, as in (k).
(l) The students *stopped talking* when the professor entered the room. The room became quiet.	***Stop*** + *gerund* = stop an activity.
(m) When Ann saw her professor in the hallway, she *stopped (in order) to talk* to him.	***Stop*** can also be followed immediately by an infinitive of purpose, as in (m): Ann stopped walking in order to talk to her professor. (See Chart 15-1, p. 331.)

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*Notice the patterns with ***prefer:***

prefer + *gerund:* *I* ***prefer staying*** *home* ***to going*** *to the concert.*
prefer + *infinitive:* *I'd* ***prefer to stay*** *home (rather)* ***than (to) go*** *to the concert.*

*****Forget*** followed by a gerund usually occurs in a negative sentence or in a question: e.g., *I'll never forget, I can't forget, Have you ever forgotten,* and *Can you ever forget* are often followed by a gerund phrase.

☐ Exercise 30. Looking at grammar. (Chart 14-7)

Complete each sentence with the correct form of the verb in parentheses.

1. I always remember (*turn*) to turn __________ off all the lights before I leave my house.
2. I remember (*play*) playing __________ with dolls when I was a child.
3. What do you remember (*do*) doing __________ when you were a child?
4. What do you remember (*do*) to do __________ before you leave for class every day?
5. What did you forget (*do*) to do __________ before you left for class this morning?
6. I won't ever forget (*watch*) waching __________ our team score the winning goal in the last seconds of the championship game.
7. Don't forget (*do*) to do __________ your homework tonight.
8. Please stop (*bite*) biting __________ your fingernails.
9. I stopped (*get*) to get __________ gas yesterday and was shocked at the high price.
10. I stopped (*drive*) driving __________ so much because of the high price of gas.

☐ Exercise 31. Listening. (Chart 14-7)

CD 2
Track 16

Listen to each sentence and choose the sentence (a. or b.) with the same meaning.

1. a. Joan thought about her phone call with her husband.
   b. Joan didn't forget to call her husband.
2. a. Rita was thinking about the times she went to the farmers' market with her grandmother.
   b. Rita didn't forget to go to the farmers' market with her grandmother.
3. a. Roger got a cigarette and began to smoke.
   b. Roger quit smoking.
4. a. Mr. and Mrs. Olson finished eating.
   b. Mr. and Mrs. Olson got something to eat before the movie.
5. a. The speaker is sorry about something he did.
   b. The speaker is delivering some bad news.

☐ Exercise 32. Looking at grammar. (Charts 14-3 → 14-7)

Complete each sentence with the correct form of the verb in parentheses.

1. Maria loves (*swim*) swimming / to swim __________ in the ocean.
2. After a brief interruption, the professor continued (*lecture*) to lecture/ lecturing __________.
3. I hate (*see*) __________ any living being suffer. I can't bear (*watch*) __________ news reports of children who are starving. I can't stand (*read*) __________ about animals that have been cruelly abused by people.

4. I'm afraid of flying. When a plane begins (*move*) ____________________ down the runway, my heart starts (*race*) ____________________. Uh-oh! The plane is beginning (*move**) ____________________, and my heart is starting (*race*) ____________________.

5. When I travel, I prefer (*drive*) ____________________ to (*take*) ____________________ a plane.

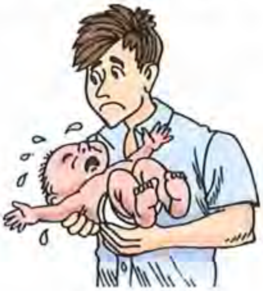
6. I prefer (*drive*) ____________________ rather than (*take*) ____________________ a plane.

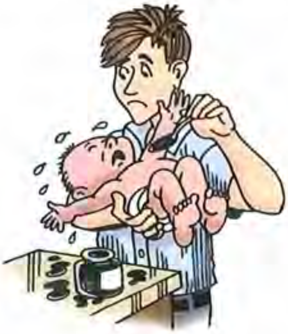
7. I regret (*inform*) ____________________ you that your loan application has not been approved.

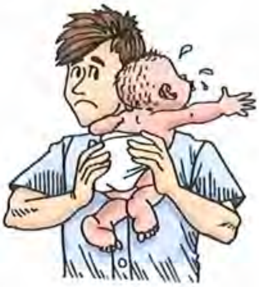
8. I regret (*listen, not*) ____________________ to my father's advice. He was right.

9. When a student asks a question, the teacher always tries (*explain*) ____________________ the problem as clearly as possible.

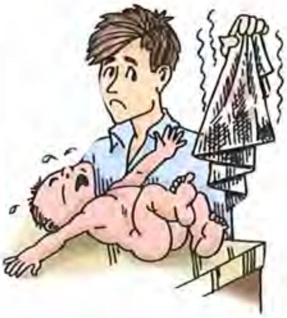
10. I tried everything, but the baby still wouldn't stop (*cry*) ____________________.







I tried (*hold*) ____________________ him, but that didn't help.
I tried (*feed*) ____________________ him, but he refused the food and continued (*cry*) ____________________.
I tried (*burp*) ____________________ him.
I tried (*change*) ____________________ his diaper.
Nothing worked. The baby wouldn't stop crying.



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*If possible, native speakers usually prefer to use an infinitive following a progressive verb instead of using two ***-ing*** verbs in a row.

Usual: *The baby is starting* ***to walk***. (instead of *walking*)

If the main verb is not progressive, either form is used:

Babies ***start to walk*** *around one.* OR *Babies* ***start walking*** *around one.*

☐ **Exercise 33. Let's talk.** (Charts 14-3 → 14-7)

Speaker A gives the cues. Speaker B makes sentences from the verb combinations. Any name, verb tense, or modal can be used. Work in pairs or small groups.

Examples:
Speaker A (*book open*): like \ go
Speaker B (*book closed*): I like to go (OR going) to the park.

Speaker A (*book open*): ask \ open
Speaker B (*book closed*): Kostas asked me to open the window.

1. advise \ go
2. offer \ lend
3. start \ laugh
4. remind \ take
5. be allowed \ have

Change roles.

6. postpone \ go
7. look forward to \ see
8. forget \ bring
9. remember \ go
10. suggest \ go

Change roles.

11. continue \ walk
12. finish \ do
13. encourage \ go
14. can't stand \ have to wait
15. regret \ take

Change roles.

16. decide \ ask \ come
17. stop \ walk
18. consider \ not go
19. keep \ put off \ do
20. intend \ finish

☐ **Exercise 34. Let's talk: interview.** (Charts 14-3 → 14-7)

Make true sentences about yourself using the words in parentheses. Ask other students about themselves using the given question word. Share some of the answers with the class.

Example: (like \ go \ on weekends) Where?
→ *I like to go to Central Park on weekends. How about you? Where do you like to go on weekends?*

1. (enjoy \ listen to) What?
2. (be interested in \ learn) What?
3. (be used to \ have \ for breakfast) What?
4. (prefer \ go to bed) What time?
5. (can't stand \ watch) What?
6. (decide \ study English) Why?

☐ **Exercise 35. Looking at grammar.** (Charts 14-3 → 14-7)

Complete each sentence with an appropriate form of the verb in parentheses.

1. Mary reminded me (*be, not*) ____*not to be*____ late for the meeting.
2. I've volunteered (*help*) ________________ at the local school during my time off and (*paint*) ________________ the lunchroom.
3. We discussed (*quit*) ________________ our jobs and (*open*) ________________ our own business.

4. I'm getting tired. I need (*take*) ______________ a break.

5. Sometimes students avoid (*look*) ______________ at the teacher if they don't want (*answer*) ______________ a question.

6. Most children prefer (*watch*) ______________ television to (*listen*) ______________ to the radio.

7. The taxi driver refused (*take*) ______________ a check. He wanted the passenger (*pay*) ______________ cash.

8. The travel agent advised us (*wait, not*) ______________ until August (*make*) ______________ a reservation.

9. Keep (*talk*) ______________. I'm listening to you.

10. Linda offered (*water*) ______________ my plants while I was out of town.

11. Igor suggested (*go*) ______________ (*ski*) ______________ in the mountains this weekend. How does that sound to you?

12. The doctor ordered Mr. Gray (*smoke, not*) ______________.

13. Don't tell me his secret. I prefer (*know, not*) ______________.

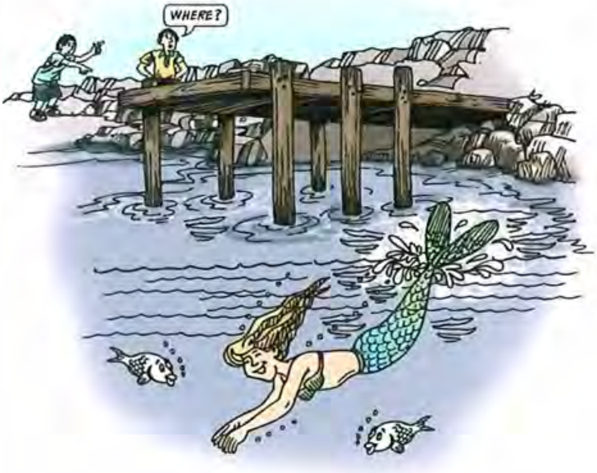
14. Toshi was allowed (*renew*) ______________ his student visa.

15. Don't forget (*tell*) ______________ Jane (*call*) ______________ me about (*go*) ______________ (*swim*) ______________ tomorrow.

16. Sally reminded me (*ask*) ______________ you (*tell*) ______________ Bob (*remember*) ______________ (*bring*) ______________ his soccer ball to the picnic.

17. Recently, Jo has been spending most of her time (*do*) ______________ research for a book on pioneer women.

18. The little boy had a lot of trouble (*convince*) ______________ anyone he had seen a mermaid.



☐ Exercise 36. Warm-up. (Chart 14-8)

All of the sentences are correct. What differences do you notice in their grammatical structure? Do you agree or disagree with the statements? Why or why not?

1. Speaking a second language without an accent is nearly impossible for adult language learners.
2. To speak a second language without an accent is nearly impossible for adult language learners.
3. It is nearly impossible for adult language learners to speak a second language without an accent.

14-8 *It* + Infinitive; Gerunds and Infinitives as Subjects

(a) *It* is difficult *to learn a second language*.	Often an infinitive phrase is used with ***it*** as the subject of a sentence. The word ***it*** refers to and has the same meaning as the infinitive phrase at the end of the sentence. In (a): ***It*** means "to learn a second language."
(b) ***Learning** a second language* is difficult.	A gerund phrase is frequently used as the subject of a sentence, as in (b).
(c) ***To learn** a second language* is difficult.	An infinitive can also be used as the subject of a sentence, as in (c), but far more commonly an infinitive phrase is used with ***it***, as in (a).
(d) It is easy ***for young children*** *to learn a second language*. *Learning a second language* is easy ***for young children***. *To learn a second language* is easy ***for young children***.	The phrase ***for*** (***someone***) may be used to specify exactly who the speaker is talking about, as in (d).

☐ Exercise 37. Looking at grammar. (Chart 14-8)

Make sentences beginning with ***it***. Use a form of the given word followed by an infinitive phrase for each sentence.

1. be dangerous → *It's dangerous to ride a motorcycle without wearing a helmet.*
2. be important
3. not be easy
4. be silly
5. must be interesting
6. be always a pleasure
7. be smart
8. not cost much money
9. be necessary
10. take time

☐ Exercise 38. Looking at grammar. (Chart 14-8)

Add ***for (someone)*** and any other words to give a more specific and accurate meaning to each sentence.

1. It isn't possible to be on time.
   → *It isn't possible for me to be on time for class if the bus drivers are on strike and I have to walk to class in a rainstorm.*
2. It's easy to speak Spanish.
3. It's important to learn English.
4. It is essential to get a visa.
5. It's important to take advanced math courses.
6. It's difficult to communicate.
7. It was impossible to come to class.
8. It is a good idea to study gerunds and infinitives.

☐ Exercise 39. Let's talk: pairwork. (Chart 14-8)

Work with a partner. Speaker A gives the cue. Speaker B completes the sentence with an infinitive phrase. Speaker A restates the sentence using a gerund phrase as the subject.

Example:
SPEAKER A (*book open*): It's fun . . .
SPEAKER B (*book closed*): . . . to ride a horse.
SPEAKER A (*book open*): Riding a horse is fun.

1. It's dangerous . . .
2. It's easy . . .
3. It's impolite . . .
4. It is important . . .

Change roles.

5. It is wrong . . .
6. It takes a lot of time . . .
7. It's a good idea . . .
8. Is it difficult . . . ?

☐ Exercise 40. Let's talk: interview. (Chart 14-8)

Interview two different students for each item. Ask the students to answer each question using a gerund phrase as the subject.

1. What is easy for you?
2. What is hard for you?
3. What is or isn't interesting for you?
4. What has been a good experience for you?
5. What sounds like fun to you?
6. What is considered impolite in your country?
7. What is a complicated process?
8. What demands patience and a sense of humor?

14-9 Reference List of Verbs Followed by Gerunds

Verbs with a bullet (•) can also be followed by infinitives. See Chart 14-10.

1.	admit	He *admitted stealing* the money.
2.	advise•	She *advised waiting* until tomorrow.
3.	anticipate	I *anticipate having* a good time on vacation.
4.	appreciate	I *appreciated hearing* from them.
5.	avoid	He *avoided answering* my question.
6.	can't bear•	I *can't bear waiting* in long lines.
7.	begin•	It *began raining*.
8.	complete	I finally *completed writing* my term paper.
9.	consider	I *will consider going* with you.
10.	continue•	He *continued speaking*.
11.	delay	He *delayed leaving* for school.
12.	deny	She *denied committing* the crime.
13.	discuss	They *discussed opening* a new business.
14.	dislike	I *dislike driving* long distances.
15.	enjoy	We *enjoyed visiting* them.
16.	finish	She *finished studying* about ten.
17.	forget•	I*'ll never forget visiting* Napoleon's tomb.
18.	hate•	I *hate making* silly mistakes.
19.	can't help	I *can't help worrying* about it.
20.	keep	I *keep hoping* he will come.
21.	like•	I *like going* to movies.
22.	love•	I *love going* to operas.
23.	mention	She *mentioned going* to a movie.
24.	mind	*Would* you *mind helping* me with this?
25.	miss	I *miss being* with my family.
26.	postpone	Let's *postpone leaving* until tomorrow.
27.	practice	The athlete *practiced throwing* the ball.
28.	prefer•	Ann *prefers walking* to driving to work.
29.	quit	He *quit trying* to solve the problem.
30.	recall	I *don't recall meeting* him before.
31.	recollect	I *don't recollect meeting* him before.
32.	recommend	She *recommended seeing* the show.
33.	regret•	I *regret telling* him my secret.
34.	remember•	I *can remember meeting* him when I was a child.
35.	resent	I *resent her interfering* in my business.
36.	resist	I *couldn't resist eating* the dessert.
37.	risk	She *risks losing* all of her money.
38.	can't stand•	I *can't stand waiting* in long lines.
39.	start•	It *started raining*.
40.	stop	She *stopped going* to classes when she got sick.
41.	suggest	She *suggested going* to a movie.
42.	tolerate	She *won't tolerate cheating* during an examination.
43.	try•	I *tried changing* the light bulb, but the lamp still didn't work.
44.	understand	I *don't understand his leaving* school.

14-10 Reference List of Verbs Followed by Infinitives

Verbs with a bullet (•) can also be followed by gerunds. See Chart 14-9.

Verbs Followed Immediately by an Infinitive

1.	afford	I *can't afford to buy* it.
2.	agree	They *agreed to help* us.
3.	appear	She *appears to be* tired.
4.	arrange	I*'ll arrange to meet* you at the airport.
5.	ask	He *asked to come* with us.
6.	can't bear•	I *can't bear to wait* in long lines.
7.	beg	He *begged to come* with us.
8.	begin•	It *began to rain.*
9.	care	I *don't care to see* that show.
10.	claim	She *claims to know* a famous movie star.
11.	consent	She finally *consented to marry* him.
12.	continue•	He *continued to speak.*
13.	decide	I *have decided to leave* on Monday.
14.	demand	I *demand to know* who is responsible.
15.	deserve	She *deserves to win* the prize.
16.	expect	I *expect to enter* graduate school in the fall.
17.	fail	She *failed to return* the book to the library on time.
18.	forget•	I *forgot to mail* the letter.
19.	hate•	I *hate to make* silly mistakes.
20.	hesitate	*Don't hesitate to ask* for my help.
21.	hope	Jack *hopes to arrive* next week.
22.	intend	He *intends to be* a firefighter.
23.	learn	He *learned to play* the piano.
24.	like•	I *like to go* to the movies.
25.	love•	I *love to go* to operas.
26.	manage	She *managed to finish* her work early.
27.	mean	I *didn't mean to hurt* your feelings.
28.	need	I *need to have* your opinion.
29.	offer	They *offered to help* us.
30.	plan	I*'m planning to have* a party.
31.	prefer•	Ann *prefers to walk* to work.
32.	prepare	We *prepared to welcome* them.
33.	pretend	He *pretends not to understand.*
34.	promise	I *promise not to be* late.
35.	refuse	I *refuse to believe* his story.
36.	regret•	I *regret to tell* you that you failed.
37.	remember•	I *remembered to lock* the door.
38.	seem	That cat *seems to be* friendly.
39.	can't stand•	I *can't stand to wait* in long lines.
40.	start•	It *started to rain.*
41.	struggle	I *struggled to stay* awake.
42.	swear	She *swore to tell* the truth.
43.	talk	He *tends to talk* too much.
44.	threaten	She *threatened to tell* my parents.
45.	try•	I*'m trying to learn* English.
46.	volunteer	He *volunteered to help* us.
47.	wait	I*'ll wait to hear* from you.
48.	want	I *want to tell* you something.
49.	wish	She *wishes to come* with us.

Verbs Followed by a (Pro)noun + an Infinitive

50.	advise•	She *advised me to wait* until tomorrow.
51.	allow	She *allowed me to use* her car.
52.	ask	I *asked John to help* us.
53.	beg	They *begged us to come.*
54.	cause	Her laziness *caused her to fail.*
55.	challenge	She *challenged me to race* her to the corner.
56.	convince	I couldn't *convince him to accept* our help.
57.	dare	He *dared me to do* better than he had done.
58.	encourage	He *encouraged me to try* again.
59.	expect	I *expect you to be* on time.
60.	forbid	I *forbid you to tell* him.
61.	force	They *forced him to tell* the truth.
62.	hire	She *hired a boy to mow* the lawn.
63.	instruct	He *instructed them to be* careful.
64.	invite	Harry *invited the Johnsons to come* to his party.
65.	need	We *needed Chris to help* us figure out the solution.
66.	order	The judge *ordered me to pay* a fine.
67.	permit	He *permitted the children to stay* up late.
68.	persuade	I *persuaded him to come* for a visit.
69.	remind	She *reminded me to lock* the door.
70.	require	Our teacher *requires us to be* on time.
71.	teach	My brother *taught me to swim.*
72.	tell	The doctor *told me to take* these pills.
73.	urge	I *urged her to apply* for the job.
74.	want	I *want you to be* happy.
75.	warn	I *warned you not to drive* too fast.

☐ Exercise 41. Let's talk: pairwork. (Charts 14-9 and 14-10)

Work with a partner. Partner A gives the cue. Partner B completes the sentence with ***doing it*** or ***to do it***. Check Charts 14-9 and 14-10 for the correct verb form if necessary.

Example: I promise
PARTNER A (*book open*): I promise . . .
PARTNER B (*book closed*): . . . to do it.

1. We plan . . .
2. I can't afford . . .
3. She didn't allow me . . .
4. I don't care . . .
5. Please remind me . . .
6. I am considering . . .
7. Our director postponed . . .
8. He persuaded me . . .
9. I don't mind . . .
10. Everyone avoided . . .

Change roles.

11. I refused . . .
12. I hope . . .
13. She convinced me . . .
14. He mentioned . . .
15. I expect . . .
16. I encouraged him . . .
17. I warned him not . . .
18. We prepared . . .
19. I don't recall . . .
20. We decided . . .

Change roles.

21. He resented . . .
22. When will you finish . . . ?
23. Did you practice . . .
24. She agreed . . .
25. They consented . . .
26. Stop . . .
27. I didn't force him . . .
28. I couldn't resist . . .
29. Somehow, the cat managed . . .
30. Did the little boy admit . . . ?

Change roles.

31. He denied . . .
32. I didn't mean . . .
33. She swore . . .
34. I volunteered . . .
35. He suggested . . .
36. He advised me . . .
37. He struggled . . .
38. I don't want to risk . . .
39. Do you recommend . . . ?
40. I miss . . .

Change roles.

41. I can't imagine . . .
42. She threatened . . .
43. He seems to dislike . . .
44. The children begged . . .
45. She challenged me . . .
46. Did he deny . . . ?
47. She taught me . . .
48. Do you anticipate . . . ?
49. I don't recollect . . .
50. I'll arrange . . .

☐ Exercise 42. Game. (Charts 14-9 and 14-10)

Divide into teams. Your teacher will begin a sentence by using any of the verbs in Charts 14-9 and 14-10. Complete the sentence with ***to do it*** or ***doing it,*** or with your own words. Each correct completion scores one point.

Example:
TEACHER: I reminded Mario . . .
STUDENT A: . . . to do it. OR . . . to be on time.
TEACHER: Yes. One point!

☐ Exercise 43. Looking at grammar. (Charts 14-9 and 14-10)

Choose the correct form of the verbs in *italics*. In some sentences, both verbs are correct.

1. Hassan volunteered *bringing / to bring* some food to the reception.
2. The students practiced *pronouncing / to pronounce* the "th" sound in the phrase "these thirty-three dirty trees."
3. In the fairy tale, the wolf threatened *eating / to eat* a girl named Little Red Riding Hood.
4. The movers struggled *lifting / to lift* the piano up the stairs.
5. Anita demanded *knowing / to know* why she had been fired.
6. My skin can't tolerate *being / to be* in the sun all day. I get sunburned easily.
7. Mr. Kwan broke the antique vase. I'm sure he didn't mean *doing / to do* it.
8. Fred Washington claims *being / to be* a descendant of George Washington.
9. Linda failed *passing / to pass* the entrance exam.
10. I hate *getting / to get* to work late.
11. I can't bear *seeing / to see* animals suffer.
12. Ming Wan just started a new business. He risks *losing / to lose* everything if it doesn't succeed.

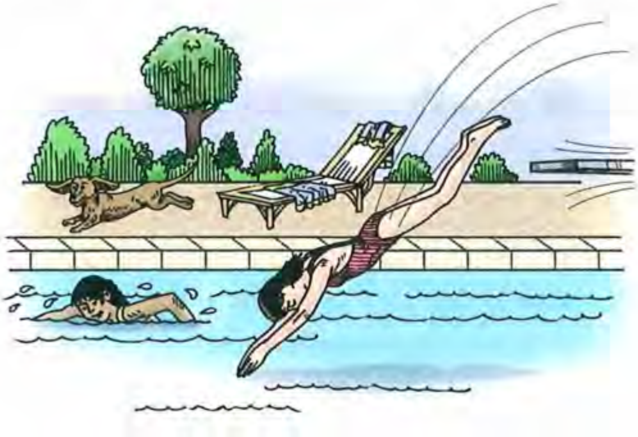
☐ Exercise 44. Looking at grammar. (Charts 14-9 and 14-10)

Complete each sentence with an appropriate form of the verb in parentheses.

1. How did you manage (*find*) *to find* out about the surprise party?
2. I think Sam deserves (*have*) having another chance.
3. Olga finally admitted (*be*) being responsible for the problem.
4. Mrs. Freeman can't help (*worry*) worrying about her children.
5. Children, I forbid you (*play*) to play in the street. There's too much traffic.
6. Lori suggested (*leave*) leaving around six. Is that too early for you?
7. I urged Omar (*return*) to return to school and (*finish*) to finish his education.
8. Oscar keeps (*hope*) ______________ and (*pray*) ______________ that things will get better.
9. Nadia keeps (*promise*) ______________ (*visit*) ______________ us, but she never does.
10. My little cousin is a blabbermouth! He can't resist (*tell*) ______________ everyone my secrets!

11. I finally managed (*persuade*) ______________ Yoko (*stay*) ______________ in school and (*finish*) ______________ her degree.

12. Margaret challenged me (*race*) ______________ her across the pool.



☐ Exercise 45. Let's talk. (Chapter 14)

Work in groups of three to five. Choose one of the story beginnings or make up your own. Each group member continues the story by adding a sentence or two. At least one of the sentences should contain words from the list on page 329, plus a gerund or infinitive phrase (but it is okay to continue the story without using a gerund or infinitive if it works out that way). As a group, use as many of the words in the list as you can.

Example: Yoko had a bad night last night. First, when she got home, she discovered that . . .

SPEAKER A: . . . her door was unlocked. She didn't ***recall leaving*** her door unlocked. She always ***remembers to lock*** her door and in fact specifically ***remembered locking*** it that morning. So she became afraid that someone had broken into her apartment.

SPEAKER B: She ***thought about going*** inside, but then decided ***it*** would be better ***not to go*** into her apartment alone. What if there was a burglar inside?

SPEAKER C: ***Instead of going*** into her apartment alone, Yoko walked to her next-door neighbor's door and knocked.

SPEAKER D: Her neighbor answered the door. He could see that something was the matter. "Are you all right?" he asked her.

Etc.

Story beginnings:

1. (_____) is having trouble with (her/his) roommate, whose name is (_____). (Her/His) roommate keeps many pets even though the lease they signed forbids residents to keep animals in their apartments. Yesterday, one of these pets, a/an . . . .

2. It was a dark and stormy night. (_____) was all alone at home. Suddenly . . . .

3. Not long ago, (_____) and (_____) were walking home together after dark. They heard a strange whooshing sound. When they looked up in the night sky, they saw a huge hovering aircraft. It glowed! It was round and green! (_____) was frightened and curious at the same time. (She/He) wanted to . . . , but . . . .

4. Once upon a time, (_____) lived in a faraway village in a remote mountainous region. All of the villagers were terrified because of the dragon that lived nearby. At least once a week, the dragon would descend on the village and . . . .

5. (_____) had a bad day yesterday. First of all, when (she/he) got up in the morning, (she/he) discovered that . . . .

List of words and phrases to use in your story:

Prepositional expressions followed by gerunds	**Verbs followed by gerunds or infinitives**		***It* + an infinitive or a gerund subject**
be accused of	admit	mind	be a bad experience
be accustomed to	advise	need	be a bad idea
in addition to	afford	offer	be better
be afraid of	agree	permit	be clever
apologize (to someone) for	ask	persuade	be dangerous
believe in	avoid	plan	be difficult
blame (someone) for	beg	postpone	be easy
be capable of	begin	prefer	be essential
be committed to	consider	prepare	be foolish
complain about	continue	pretend	be a good experience
dream of	convince	promise	be a good idea
be excited about	decide	quit	be fun
forgive (someone) for	demand	recall	be hard
be guilty of	deny	refuse	be important
instead of	discuss	regret	be impossible
be interested in	dislike	remember	be interesting
look forward to	encourage	remind	be necessary
be opposed to	enjoy	risk	be a pleasure
prevent (someone) from	expect	seem	be possible
be scared of	fail	start	be relaxing
stop (someone) from	force	stop	take effort
succeed in	forget	struggle	take energy
take advantage of	hesitate	suggest	take money
be terrified of	hope	threaten	take patience
thank (someone) for	invite	wait	take time
think of	learn	want	
be tired of	like	warn	
be worried about	manage		

☐ Exercise 46. Check your knowledge. (Chapter 14)

Correct the errors.

1. I don't mind to have a roommate.
2. Most students want return home as soon as possible.
3. Learning about another country it is very interesting.
4. I tried very hard to don't make any mistakes.
5. The task of find a person who could tutor me in English wasn't difficult.
6. All of us needed to went to the ticket office before the game yesterday.
7. I'm looking forward to go to swimming in the ocean.
8. Ski in the Alps it was a big thrill for me.
9. Don't keep to be asking me the same questions over and over.
10. During a fire drill, everyone is required leaving the building.
11. I don't enjoy to play card games. I prefer to spend my time for read or watch movies.
12. Is hard for me understand people who speak very fast.
13. When I entered the room, I found my young son stand on the kitchen table.
14. When I got home, Irene was lying in bed think about what a wonderful time she'd had.

Chapter 15

Gerunds and Infinitives, Part 2

☐ **Exercise 1. Warm-up.** (Chart 15-1)
Which sentences answer the question "Why"?

1. Joe went to the library to study last night.
   → *Why did Joe go to the library last night? To study.*
2. Lucy wants to leave now.
   → *(The sentence doesn't answer the question "Why?")*
3. Eva opened the window to let in some fresh air.
4. Oscar came to this school in order to learn English.
5. Rick needs to call his mother.
6. Rick needs to call his mother to tell her the good news.

15-1 Infinitive of Purpose: *In Order To*

(a) He came here *in order to study* English. (b) He came here *to study* English.	***In order to*** is used to express *purpose.* It answers the question "Why?" ***In order*** is often omitted, as in (b).
(c) INCORRECT: He came here ~~for studying~~ English. (d) INCORRECT: He came here ~~for to study~~ English. (e) INCORRECT: He came here ~~for study~~ English.	To express purpose, use (***in order***) ***to***, not ***for***, with a verb.*
(f) I went to the store *for some bread.* (g) I went to the store *to buy some bread.*	***For*** can be used to express purpose, but it is a preposition and is followed by a noun object, as in (f).

*Exception: The phrase ***be used for*** expresses the typical or general purpose of a thing. In this case, the preposition ***for*** is followed by a gerund: *A saw* ***is used for cutting*** *wood.* Also possible: *A saw* ***is used to cut*** *wood.*

However, to talk about a particular thing and a particular situation, ***be used*** + *an infinitive* is used: *A chain saw* ***was used to cut*** (NOT *for cutting*) *down the old oak tree.*

☐ **Exercise 2. Looking at grammar.** (Chart 15-1)
Complete the sentences with ***to*** or ***for***.

Isabella spent a month in Miami. She went there . . .

1. __to__ see her cousins.
2. __for__ a vacation.
3. for a ______ business.
4. to ______ meet with company executives.

5. to ______ discuss long-term plans for the company.

6. to ______ spend time with her parents.

7. for ______ a visit with childhood friends.

☐ Exercise 3. In your own words. (Chart 15-1)

Complete the sentences with your own words. Express the purpose of the action.

1. I went to Chicago to *visit my grandparents.*
2. Ron went to Chicago for *a medical conference.*
3. I went to the grocery store for some vegtubls
4. Reisa went to the grocery store to buy milk
5. I went to the doctor to to see my teeth
6. My son went to the doctor for an eye check
7. I swim every day to become a swimmer
8. Kevin swims every day for his health

☐ Exercise 4. Looking at grammar. (Chart 15-1)

Add ***in order*** wherever possible. If nothing should be added, write **Ø**.

1. I went to the garden center *in order* to get some fertilizer for my flowers.
2. When the teacher asked him a question, Scott pretended *Ø* to understand what she was saying.
3. My roommate asked me O ______ to clean up the dishes after dinner.
4. Mustafa climbed onto a chair in order ______ to change a light bulb in the ceiling.
5. Rita has to work at two jobs in order ______ to support herself and her three children.
6. I really want ______ to learn Italian before I visit Venice next year.
7. I jog three times a week ______ to stay healthy.
8. Karen finally went to the dentist ______ to get some relief from her toothache.
9. It's easier for me ______ to understand written English than it is to understand spoken English.
10. Is it important ______ to speak English without an accent as long as people understand what you're saying?

☐ Exercise 5. Check your knowledge. (Chart 15-1)

Correct the errors.

1. I went to the library ~~for~~ to study last night.
2. Helen borrowed my dictionary for to look up the spelling of *occurred*.
3. The teacher opened the window for letting some fresh air into the room.
4. I came to this school for learn English.
5. I traveled to Osaka for to visit my sister.

☐ Exercise 6. Let's talk: interview. (Chart 15-1)

Ask two classmates each question. Share some of their responses with the class.

What are two reasons why some people . . .

1. go to Hawaii for vacation?
2. exercise?
3. cheat on exams?
4. meditate?
5. tell white lies?*
6. become actors?

☐ Exercise 7. Warm-up. (Chart 15-2)

Look at the adjectives in blue. What do you notice about the words that come after them? about the words that come before them?

1. Anya *was* sorry *to hear* that her favorite restaurant closed.
2. Nate *is* certain *to pass* his test.
3. Timmy *was* sad *to learn* his pet goldfish had died.
4. I would *be* happy *to help* you.

15-2 Adjectives Followed by Infinitives

(a) We *were **sorry to** hear* the bad news. (b) I *was **surprised to** see* Ted at the meeting.	Certain adjectives can be immediately followed by infinitives, as in (a) and (b). In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.

Common adjectives followed by infinitives

glad to (do it)
happy to
pleased to
delighted to
content to
relieved to
lucky to
fortunate to

sorry to*
sad to*
upset to*
disappointed to*

embarrassed to
proud to
ashamed to

ready to
prepared to
anxious to
eager to
willing to
motivated to
determined to

careful to
hesitant to
reluctant to
afraid to

certain to
likely to
unlikely to

surprised to*
amazed to*
astonished to*
shocked to*
stunned to*

*The expressions with asterisks are usually followed by infinitive phrases with verbs such as *see, learn, discover, find out, hear.*

**white lies* = lies that aren't considered serious, e.g., telling a friend her dress looks nice when you don't think it does.

❑ Exercise 8. In your own words. (Chart 15-2)

Complete the sentences using the expressions listed in Chart 15-2 and your own words. Use infinitive phrases in your completions.

1. Nicole always speeds on the expressway. She's . . . .
   → *She's certain to get stopped by the police.*
   → *She's likely to get a ticket.*
2. I've worked hard all day long. Enough's enough! I'm . . . .
3. Next month, I'm going to a family reunion — the first one in 25 years. I'm very much looking forward to it. I'm . . . .
4. Some children grow up in unhappy homes. My family, however, has always been loving and supportive. I'm . . . .
5. Ivan's run out of money again, but he doesn't want anyone to know his situation. He needs money desperately, but he's . . . .
6. Rosalyn wants to become an astronaut. That has been her dream since she was a little girl. She has been working hard toward her goal and is . . . .
7. Our neighbors had extra tickets to the ballet, so they invited us to go with them. Since both of us love the ballet, we were . . . .
8. Andrea recently told me what my wayward brother is up to these days. I couldn't believe my ears! I was . . . .

❑ Exercise 9. Let's talk. (Chart 15-2)

Work in small groups. Complete the sentences with adjectives from Chart 15-2 that make sense. Discuss your answers.

SITUATION 1: Mr. Wah was offered an excellent job in another country. He sees advantages and disadvantages to moving.

He is . . .

1. ___*sad to / prepared to / reluctant to*___ leave his country.
2. ______________________ move away from his parents.
3. ______________________ take his wife and children away from family and friends.
4. ______________________ try a new job.
5. ______________________ learn a new language.

SITUATION 2: There have been a lot of nighttime burglaries in the town of Viewmont.

The residents have been . . .

6. ______________________ leave their homes overnight.
7. ______________________ lock their doors and windows at night.
8. ______________________ watch for strangers on the streets.

9. ______________________________ have weekly meetings with the police for updates on their progress.

10. ______________________________ hear that the police suspect neighborhood teenagers.

☐ Exercise 10. Let's talk: interview. (Chart 15-2)

Make questions using the words in parentheses. Ask two classmates each question. Share some of their answers with the class.

1. What are children sometimes (afraid \ do)?
2. When you're tired in the evening, what are you (content \ do)?
3. What should drivers be (careful \ do) in traffic?
4. If one of your friends has a problem, what are you (willing \ do)?
5. What are people who don't speak English well (reluctant \ do)?
6. What are you (determined \ do) before you are too old?
7. What are some things people are (ashamed \ do)?
8. Can you tell me something you were (shocked \ find out)?
9. Can you tell me something you were (sad \ hear)?
10. What are you (eager \ do) in the near future?

☐ Exercise 11. Warm-up. (Chart 15-3)

In which sentences are the speakers expressing a negative idea (in other words, expressing the idea that there's something wrong or that there's a bad result)?

1. The soup is too spicy. I can't eat it.
2. The soup is very spicy, but I like it.
3. It's very late, but the restaurant is still open.
4. We're too late. The restaurant has closed.

15-3 Using Infinitives with *Too* and *Enough*

COMPARE: (a) That box is ***too heavy*** for Bob to lift. (b) That box is ***very heavy***, but Bob can lift it.	In the speaker's mind, the use of ***too*** implies a negative result. In (a): ***too heavy*** = It is *impossible* for Bob to lift that box. In (b): ***very heavy*** = It is *possible but difficult* for Bob to lift that box.
(c) I am ***strong enough*** *to lift* that box. I can lift it. (d) I have ***enough strength*** *to lift* that box. (e) I have ***strength enough*** *to lift* that box.	***Enough*** follows an adjective, as in (c). Usually ***enough*** precedes a noun, as in (d). In formal English, it may follow a noun, as in (e).

☐ Exercise 12. Let's talk. (Chart 15-3)

Work in pairs, in small groups, or as a class.

Part I. Think of a negative result for each sentence. Make negative statements using infinitive phrases.

1. That ring is too expensive.
   → Negative result: *I can't buy it. That ring is too expensive for me to buy.*
2. I'm too tired.
   → Negative result: *I don't want to go to the meeting. I'm too tired to go to the meeting.*
3. It's too late.
4. It's too cold.
5. Physics is too difficult.
6. I'm too busy.
7. My son is too young.
8. The mountain cliff is too steep.

Part II. Now think of a positive result for each sentence. Make positive statements using infinitive phrases.

9. That ring is very expensive, but it isn't too expensive.
   → Positive result: *I can buy it. That ring isn't too expensive for me to buy.*
10. I'm very tired, but I'm not too tired.
11. My suitcase is very heavy, but it's not too heavy.
12. I'm very busy, but I'm not too busy.

☐ Exercise 13. Let's talk. (Chart 15-3)

Discuss possible answers to the given questions. Work in pairs, in small groups, or as a class.

1. What is a child too young to do but an adult old enough to do?
2. What is your pocket big enough to hold? What is it too small to hold?
3. What do you have enough time to do after class today? Are you too busy to do something you'd like to do or should do?
4. Is there enough space in this classroom for 100 people? Or is it too small to hold that many people? How many people is this room big enough to hold comfortably?
5. Here's an English saying: "Too many cooks spoil the soup." What do you think it means?
6. Do you think it is very important to practice your English? Do you get enough practice? In your opinion, how much practice is enough?
7. Is it very difficult or too difficult to learn English?

☐ Exercise 14. Listening. (Chart 15-3)

Listen to Speaker A. Choose the response that you expect Speaker B to give.

CD 2
Track 17

Example: You will hear: Oh, no. I spilled the coffee!

You will choose: a. I'm sorry. I didn't fill your cup full enough.

[✓ b.] I'm sorry. I filled your cup too full.

SPEAKER B:

1. a. Yes. It was too good to eat.
   b. Yes. It was very good.
2. a. No. She's old enough to stay home alone.
   b. Never. She's too young to stay home alone.
3. a. I agree. It can be very difficult at times.
   b. I agree. It's too difficult.
4. a. Really well. They're too clean. Thanks.
   b. Really well. They're very clean. Thanks.
5. a. I know. He shouldn't be driving.
   b. I know he's very old, but it's okay for him to keep driving.
6. a. I guess we don't have enough big envelopes.
   b. I guess we don't have big enough envelopes.

☐ Exercise 15. Grammar and speaking. (Charts 14-7, 14-8, 14-11, and 15-1 → 15-3)

Complete the sentences with your own words. Try to use a gerund or infinitive in each statement. Then work with a partner. Ask him/her to agree or disagree with your statements (and to explain why). Share some of their answers with the class.

PARTNER AGREES?

1. It's important for ______________________________ yes no
2. A person should never forget to ______________________________ yes no
3. Teachers often advise their students to ______________________________ yes no
4. I'm not willing to ______________________________ yes no
5. It's too difficult for most people to ______________________________ yes no
6. In order to ________________, employees should ______________ yes no
   ____
7. It's easy to ______________________________ yes no
8. It's hard to get accustomed to ______________________________ yes no

☐ Exercise 16. Warm-up. (Chart 15-4)

Choose the correct form of the passive verbs. Reminder: A passive verb is *a form of* **be** + *the past participle.** For example, *the patient* ***was seen*** *by a specialist.*

1. The patient appreciated (*to be seen* / *being seen*) by a specialist.
2. It was important for him (*to be seen* / *being seen*) by a specialist.

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*See Chart 11-2, p. 213.

15-4 Passive Infinitives and Gerunds

(a) I didn't *expect* **to be asked** to his party.	PASSIVE INFINITIVE: ***to be*** + *past participle* In (a): ***to be asked*** is a passive infinitive. The understood *by*-phrase is *by him: I didn't expect to be asked to his party (by him).*
(b) I *enjoyed* **being asked** to his party.	PASSIVE GERUND: ***being*** + *past participle* In (b): ***being asked*** is a passive gerund. The understood *by*-phrase is *by him: I enjoyed being asked to his party (by him).*

☐ Exercise 17. Looking at grammar. (Chart 15-4)

Complete the sentences with the passive form of ***invite***.

1. Sam would like ___*to be invited*___ to Ann's birthday party.
2. Mark also hopes ________________________.
3. Maria has no doubts. She expects ________________________ to it.
4. Omar is looking forward to ________________________ too.
5. I would enjoy ________________________ to it, but I probably won't be.
6. Everyone I know wants ________________________ to Ann's birthday party.

☐ Exercise 18. Looking at grammar. (Chart 15-4)

Complete each sentence with the correct form of the verb in parentheses.

1. I don't enjoy (*laugh*) ___*being laughed*___ at by other people.
2. Ryan is a convincing liar. It's easy (*fool*) ___*to be fooled*___ by his lies.
3. Sometimes adolescents complain about not (*understand*) ________________________ by their parents.
4. Your compositions are supposed (*write*) ________________________ in ink.
5. Ms. Thompson is always willing to help if there is a problem in the office, but she doesn't want (*call*) ____________________ at home unless there is an emergency.
6. Despite his name, Freddie Frankenstein has a good chance of (*elect*) ________________ ________________ to the local school board.
7. You must tell me the truth. I insist on your (*tell*) ____________________ the truth.
8. Don't all of us want (*love*) ____________________ and (*need*) ____________________ by other people?

☐ Exercise 19. Let's talk. (Chart 15-4)

Agree or disagree with the following statements and explain your reasons why. Work in pairs, in small groups, or as a class.

1. I appreciate *being given* advice by my family and friends.
2. I didn't like *being given* advice by my family when I was young.
3. I always expect *to be told* the absolute and complete truth by everyone at all times.
4. I would like *to be invited* to an event where there are a lot of famous people.

☐ Exercise 20. Warm-up. (Chart 15-5)

Make statements that are true for you. Use the same noun to complete each sentence. Do the sentences have the same or different meanings?

1. I need to clean my ____________________.
2. My ____________________ needs cleaning.
3. My ____________________ needs to be cleaned.

15-5 Using Gerunds or Passive Infinitives Following *Need*

(a) I *need to paint* my house. (b) John *needs to be told* the truth.	Usually an infinitive follows ***need***, as in (a) and (b).
(c) My house *needs painting*. (d) My house *needs to be painted*.	In certain circumstances, a gerund may follow ***need***, as in (c). In this case, the gerund carries a passive meaning. Usually the situations involve fixing or improving something. Examples (c) and (d) have the same meaning.

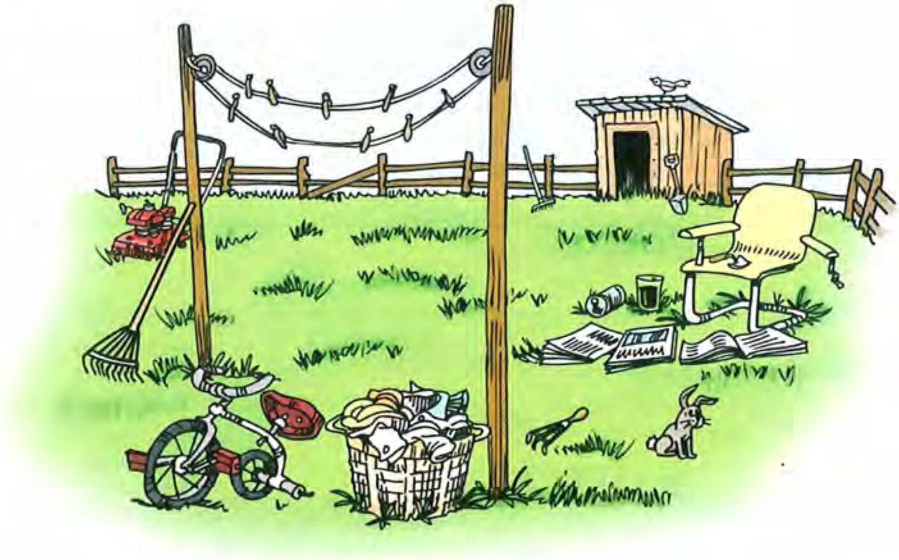
☐ Exercise 21. Looking at grammar. (Chart 15-5)

Complete each sentence with an appropriate form of the verb in parentheses.

1. The chair is broken. I need (*fix*) ___to fix___ it. The chair needs (*fix*) ___fixing / to be fixed___.
2. The baby's diaper is wet. It needs (*change*) ____________________.
3. What a mess! This room needs (*clean*) ____________________ up. We need (*clean*) ____________________ it up before the company arrives.
4. My shirt is wrinkled. It needs (*iron*) ____________________.
5. There is a hole in our roof. The roof needs (*repair*) ____________________.
6. I have books and papers all over my desk. I need (*take*) ____________________ some time to straighten up my desk. It needs (*straighten*) ____________________ up.
7. The apples on the tree are ripe. They need (*pick*) ____________________.
8. The dog's been digging in the mud. He needs (*wash*) ____________________.

☐ Exercise 22. Let's talk. (Chart 15-5)

Look at the picture. What needs doing/to be done?



☐ Exercise 23. Let's talk or write. (Chart 15-5)

Choose a situation. Think about what needs to be done and make a list of all the tasks. Then talk or write about your list.

Situations:

1. a student applying to a university
2. a parent trying to get young children off to school in the morning
3. a group of students planning for an end-of-the-year party
4. a person going on vacation to another country for a month
5. an engaged couple making plans for a wedding
6. a farmer on a large farm in the early morning
7. a restaurant owner preparing to open for dinner

☐ Exercise 24. Warm-up. (Chart 15-6)

See and ***hear*** are called "verbs of perception." In other words, they express things that we can perceive (become aware of) through our physical senses. What do you notice about the verb forms following ***see*** and ***hear***?

1. a. CORRECT: I **saw** Mr. Reed give something to the boss.
   b. CORRECT: I **saw** Mr. Reed giving something to the boss.
   c. *INCORRECT:* I **saw** Mr. Reed ~~to~~ give something to the boss.

2. a. CORRECT: I **heard** Mr. Reed say something to the boss.
   b. CORRECT: I **heard** Mr. Reed saying something to the boss.
   c. *INCORRECT:* I **heard** Mr. Reed ~~to~~ say something to the boss.

15-6 Using Verbs of Perception

(a) I *saw* my friend *run* down the street. (b) I *saw* my friend *running* down the street. (c) I *heard* the rain *fall* on the roof. (d) I *heard* the rain *falling* on the roof.	Certain verbs of perception are followed by either *the simple form** or *the -ing form*** of a verb. Examples (a) and (b) have essentially the same meaning, except that the ***-ing*** form emphasizes the idea of "while." In (b): I saw my friend while she was running down the street.
(e) When I walked into the apartment, I *heard* my roommate *singing* in the shower. (f) I *heard* a famous opera star *sing* at the concert last night.	Sometimes (not always) there is a clear difference between using the simple form or the ***-ing*** form. The use of the ***-ing*** form gives the idea that an activity is already in progress when it is perceived, as in (e): The singing was in progress when I first heard it. In (f): I heard the singing from beginning to end. It was not in progress when I first heard it.

Verbs of perception followed by the simple form or the *-ing* form

see
notice
watch
look at
observe
hear
listen to
feel
smell

**The simple form of a verb* = the infinitive form without *to*. *INCORRECT:* I saw my friend ~~to~~ run down the street.

The* ***-ing *form* refers to the present participle.

☐ Exercise 25. Let's talk. (Chart 15-6)

Describe what you see and hear.

1. Ask a classmate to stand up and sit back down. What did you just see him/her do?
2. Close your eyes. What do you hear happening right now?
3. Ask a classmate to do something. As he/she continues to do this, describe what you see and hear him/her doing.

☐ Exercise 26. Looking at grammar. (Chart 15-6)

Part I. Complete the sentences with any appropriate verbs. Both the simple form and the ***-ing*** form are possible with little or no difference in meaning.

1. Polly was working in her garden, so she didn't hear the phone *ring / ringing*.
2. I like to listen to the birds singing when I get up early in the morning.
3. The guard observed a suspicious-looking person walking/walk into the bank.
4. There was an earthquake in my hometown last year. It was just a small one, but I could feel the ground shaking/shake.
5. I was almost asleep last night when I suddenly heard someone knock/knoching on the door.
6. While I was waiting for my plane, I watched other planes ____________ and ____________.

Part II. Read each situation. Complete the sentence below it with the verb form that seems better to you. Remember that the ***-ing*** form gives the idea that an activity is in progress when it is perceived.

Both the simple form and the ***-ing*** form of a verb are grammatically correct, so you can't make a grammar mistake. But a speaker might choose one instead of the other.

SITUATION 1: *I smell smoke. Something must be burning.*

Do you smell something ____burning____? I do.

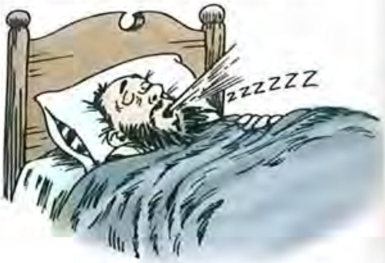
SITUATION 2: *The front door slammed. I got up to see if someone had come in.*

When I heard the front door ____________, I got up to see if someone had come in.

SITUATION 3: *Uncle Ben is in the bedroom. He is snoring.*

I know Uncle Ben is in the bedroom because

I can hear him ____________.



SITUATION 4: *When I walked past the park, some children were playing softball.*

When I walked past the park, I saw some children ____________ softball.

SITUATION 5: *It was graduation day in the auditorium. When the school principal called my name, I walked to the front of the room.*

When I heard the school principal ____________ my name, I walked to the front of the auditorium to receive my diploma.

SITUATION 6: *I glanced out the window. Adam was walking toward the house. I was surprised.*

I was surprised when I saw Adam ____________ toward the house.

SITUATION 7: *A fly landed on the table. I swatted it with a rolled-up newspaper.*

As soon as I saw the fly ____________ on the table, I swatted it with a rolled-up newspaper.

SITUATION 8: *Someone is calling for help in the distance. I suddenly hear that.*

Listen! Do you hear someone ____________ for help? I do.

☐ Exercise 27. Warm-up. (Chart 15-7)

Check (✓) the sentences that are correct.

1. ___ My parents let me sleep late on weekends.
2. ___ My parents let me to sleep late on weekends.
3. ___ After I wake up, I help them do the chores.
4. ___ After I wake up, I help them to do the chores.

15-7 Using the Simple Form after *Let* and *Help*

(a) My father *lets* me *drive* his car. (b) I *let* my friend *borrow* my bicycle. (c) *Let's go* to a movie.	***Let*** is followed by the simple form of a verb, not an infinitive. *INCORRECT:* My father lets me ~~to~~ drive his car.
(d) My brother *helped* me *wash* my car. (e) My brother *helped* me *to wash* my car.	***Help*** is often followed by the simple form of a verb, as in (d). Although less common, an infinitive is also possible, as in (e). Both (d) and (e) are correct.

☐ Exercise 28. In your own words. (Chart 15-7)

Complete the sentences with your own words. Use verb phrases.

1. Don't let me *forget to take my house keys with me.*
2. The teacher usually lets us participate in the class
3. Why did you let your roommate clean your room
4. You shouldn't let other people tell you what to do
5. A stranger helped the lost child to find his family/find his family
6. It was very kind of my friend to help me do my homework
7. Keep working. Don't let me work
8. Could you help me ______________________________

☐ Exercise 29. Warm-up. (Chart 15-8)

Match the conversations with the descriptions that follow them.

1. ADAM: Mom, can I go out and play?
   MRS. LEE: No, Adam, you cannot go out and play until you clean up your room. I don't know how many times I have to say this. Go clean up your room, and I mean now!
   ADAM: Okay, okay!
2. ADAM: Mom, can I go out and play?
   MRS. LEE: Well, let's make a deal. First you clean up your room. Then you can go out and play. How does that sound? It needs to be clean before Grandma comes for a visit this evening. And if you do it now, you can stay out and play until dark. You won't have to come home early to clean your room. Okay?
   ADAM: Okay.
3. ADAM: Mom, can I go out and play?
   MRS. LEE: Sure, but first you need to clean up your room. Okay?
   ADAM: Okay.

Descriptions of conversations:

a. Mrs. Lee got Adam to clean up his room. ______
b. Mrs. Lee made Adam clean up his room. ______
c. Mrs. Lee had Adam clean up his room. ______

15-8 Using Causative Verbs: *Make, Have, Get*

(a) I *made* my brother *carry* my suitcase.
(b) I *had* my brother *carry* my suitcase.
(c) I *got* my brother *to carry* my suitcase.

Make, have, and ***get*** can be used to express the idea that "X" causes "Y" to do something. When they are used as causative verbs, their meanings are similar but not identical.

In (a): My brother had no choice. I insisted that he carry my suitcase.

In (b): My brother carried my suitcase because I asked him to.

In (c): I managed to persuade my brother to carry my suitcase.

Forms

X *makes* Y *do* something. (*simple form*)
X *has* Y *do* something. (*simple form*)
X *gets* Y *to do* something. (*infinitive*)

Causative *Make*

(d) Mrs. Lee *made* her son *clean* his room.
(e) Sad movies *make* me *cry*.

Causative ***make*** is followed by the simple form of a verb, not an infinitive.

INCORRECT: She made him ~~to~~ clean his room.

Make gives the idea that "X" **gives** "Y" **no choice**.
In (d): Mrs. Lee's son had no choice.

Causative *Have*

(f) I *had* the plumber *repair* the leak.
(g) Jane *had* the waiter *bring* her some tea.

Causative ***have*** is followed by the simple form of a verb, not an infinitive.
INCORRECT: I had him ~~to~~ repair the leak.

Have gives the idea that "X" **requests** "Y" to do something.
In (f): The plumber repaired the leak because I asked him to.

Causative *Get*

(h) The students *got* the teacher *to dismiss* class early.
(i) Jack *got* his friends *to play* soccer with him after school.

using to {verb} with get

Causative ***get*** is followed by an infinitive.

Get gives the idea that "X" **persuades** "Y" to do something.

In (h): The students managed to persuade the teacher to let them leave early.

Passive Causatives

(j) I *had* my watch *repaired* (by someone).
(k) I *got* my watch *repaired* (by someone).

got/get+ passive = no(to) infinitive

The past participle is used after ***have*** and ***get*** to give a passive meaning. In this case, there is usually little or no difference in meaning between ***have*** and ***get***.

In (j) and (k): I caused my watch to be repaired by someone.

☐ Exercise 30. Looking at grammar. (Chart 15-8)

Choose the meaning that is closest to the meaning of the verb in **boldface**.

1. The teacher **had** her class write a composition.
   a. gave them no choice   b. persuaded them   [✓ c.] requested them to do this
2. Mrs. Wilson **made** the children wash their hands before dinner.
   [✓ a.] gave them no choice   b. persuaded them   c. requested them to do this
3. Kostas **got** some neighborhood kids to help him clean out his garage.
   a. gave them no choice   [✓ b.] persuaded them   c. requested them to do this

4. My boss **made** me redo my report because he wasn't satisfied with it.
   [✓ a. gave me no choice] b. persuaded me c. requested me to do this

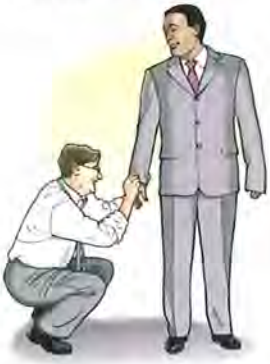
5. I **got** Rosa to lend me some lunch money.
   a. gave her no choice [✓ b. persuaded her] c. requested her to do this

6. The police officer **had** the driver get out of his car.
   a. gave him no choice b. persuaded him [✓ c. requested him to do this]

☐ Exercise 31. Looking at grammar. (Chart 15-8)

Complete the sentences with the correct form of the verbs in parentheses.

1. I made my son (*wash*) wash the windows before he could go outside to play.
2. Mrs. Crane had her house (*paint*) painted.
3. I went to the bank to have a check (*cash*) cashed.
4. Tom had a bad headache yesterday, so he got his twin brother, Tim, (*go*) to go to class for him. The teacher didn't know the difference.
5. When Scott went shopping, he found a jacket that he really liked. After he had the sleeves (*shorten*) be shorten, it fit him perfectly.



6. When my laptop stopped working, I took it to the computer store to have it (*fix*) fixed.
7. Peeling onions always makes me (*cry*) cry.
8. Tom Sawyer was supposed to paint the fence, but he didn't want to do it. He was a very clever boy. Somehow he got his friends (*do*) to do it for him.
9. We had a professional photographer (*take*) take pictures of everyone at the wedding. We had over 500 pictures (*take*) taken.

☐ Exercise 32. Let's talk or write. (Chart 15-8)

Think about the shopping area nearest your home. What can people do there? Make sentences with ***can*** and ***can't***.

At the shopping area nearest my home, people can/can't get . . .

1. car \ fix
2. hair \ cut
3. checks \ cash
4. laundry \ do
5. picture \ take
6. blood pressure \ check
7. shoes \ repair
8. clothes \ dry-clean
9. money \ exchange

☐ Exercise 33. Let's talk or write. (Chart 15-8)

Ask and answer the questions. Work in pairs, in small groups, or as a class.

1. What do children sometimes try to **get** their parents **to do** (perhaps at a toy store or grocery store)?
2. What do bosses sometimes **make** their employees **do**?
3. What does our teacher sometimes **have** us **do**?
4. Do teachers usually **let** their students **leave** the classroom whenever they want to? What kinds of things do teacher usually not **let** their students **do** inside a classroom?
5. What do your classmates (or friends) sometimes **help** you **do**?

(Change roles if working in pairs.)

6. What didn't your parents **let** you **do** when you were a child?
7. Will you **let** your children **do** those things? (Or, if you're a parent, do you **let** your children **do** those things?)
8. Did your parents **make** you **do** certain things when you were a child?
9. What do you sometimes **have** the server at a restaurant **do**?
10. What do you sometimes **get** your friends **to do**?

☐ Exercise 34. Check your knowledge. (Chapter 15)

Correct the errors.

1. My parents made me ~~to~~ promise to write them once a week.
2. I asked my roommate to let me to use his shoe polish.
3. I heard a car door to open and closing.
4. I had my friend to lend me his car.
5. You should visit my country. It is too beautiful.
6. I went to the college bookstore for getting my books for the new term.
7. One of our fights ended up with me having to sent to the hospital for getting stitches.
8. Lilly deserves to be tell the truth about what happened last night.
9. Barbara always makes me laughing. She has a great sense of humor.
10. Stop telling me what to do! Let me to make up my own mind.
11. I went to the pharmacy for having my prescription to be filled.
12. You shouldn't let children playing with matches.
13. When Shelley needed a passport photo, she had her picture taking by a professional photographer.

14. I've finally assembled enough information for beginning writing my research paper.

15. Omar is at the park right now. He is sit on a park bench watch the ducks swimming in the pond. The sad expression on his face makes me to feel sorry for him.

16. The music director tapped his baton for beginning the rehearsal.

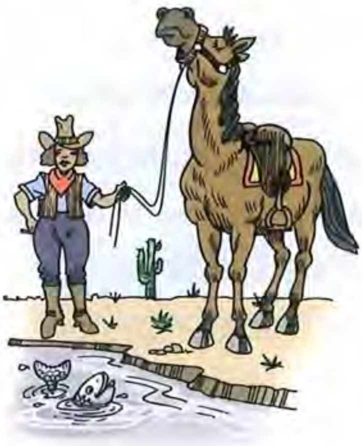
☐ **Exercise 35. Looking at grammar.** (Chapters 14 and 15)

Choose the correct completions.

1. My cousins helped me _____ into my new apartment.
   [✓ a.] move   [✓ b.] to move   c. moving   d. being moved

2. It was a hot day, and the work was hard. I could feel sweat _____ down my back.
   a. trickle   b. to trickle   c. trickling   d. trickled

3. You can lead a horse to water, but you can't make him _____.
   a. drink   b. to drink   c. drinking   d. to be drunk



4. As he contemplated the meaning of life, Edward stood on the beach _____ out over the ocean.
   a. look   b. to look   c. looking   d. looked

5. He's a terrific soccer player! Did you see him _____ that goal?
   a. make   b. to make   c. making   d. made

6. We spent the entire class period _____ about the revolution.
   a. talk   b. to talk   c. talking   d. being talked

7. Only seven people applied for the sales job, so Maleek has a good chance of _____ for an interview.
   a. chosen   b. being chosen   c. to be chosen   d. to choose

8. If you hear any news, I want _____ immediately.
   a. told   b. being told   c. to be told   d. telling

9. I was getting sleepy, so I had my friend _____ the car.
   a. drive   b. being driven   c. to be driven   d. to drive

10. The witness to the murder wanted her name kept secret. She asked not _____ in the newspaper.
   a. identify   b. being identified   c. to be identified   d. to identify

☐ Exercise 36. Reading and listening. (Chapters 14 and 15)

CD 2
Track 18

First, read the paragraph and try to complete the sentences using the words in the list. Second, listen to the paragraph and check your answers.

to be understood
able to read
to solve
using
to read
being

An Issue in Health Care: Illiteracy

According to some estimates, well over half of the people in the world are functionally illiterate. This means they are unable to perform everyday tasks because they can't read, understand, and respond appropriately to information. One of the problems this creates in health care is that millions of people are not ______________ (1) directions on medicine bottles or packages. Imagine ______________ (2) a parent with a sick child and being unable ______________ (3) the directions on a medicine bottle. We all know that it is important for medical directions ______________ (4) clearly. One solution is pictures. Many medical professionals are working today ______________ (5) this problem by ______________ (6) pictures to convey health-care information.

☐ Exercise 37. Looking at grammar. (Chapters 14 and 15)

Complete each sentence with an appropriate form of the verb in parentheses.

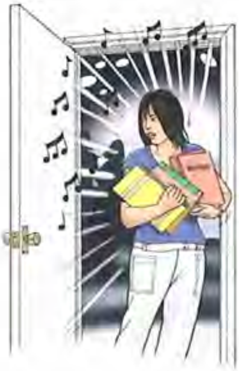
1. My children enjoy (*allow*) ____*being allowed*____ to stay up late when there's something special on TV.

2. I couldn't get to sleep last night, so for a long time I just lay in bed (*think*) ______________ about my career and my future.

3. Jacob's at an awkward age. He's old enough (*have*) ________________ adult problems but too young (*know*) ________________ how (*handle*) ________________ them.

4. I don't anticipate (*have*) ________________ any difficulties (*adjust*) ________________ to a different culture when I go abroad.

5. We sat in his kitchen (*sip*) ________________ very hot, strong tea and (*eat*) ________________ pastries from the bakery.



6. I don't like (*force*) ________________ (*leave*) ________________ the room (*study*) ________________ whenever my roommate feels like (*have*) ________________ a party.

7. Let's (*have*) ________________ Ron and Maureen (*join*) ________________ us for dinner tonight, okay?

8. Do you know that your co-workers complain about your* (*come*) ________________ late to work and (*leave*) ________________ early?

9. Fish don't use their teeth for (*chew*) ________________. They use them for (*grab*) ________________, (*hold*) ________________, or (*tear*) ________________. Most fish (*swallow*) ________________ their prey whole.

10. It is the ancient task of the best artists among us (*force*) ________________ us (*use*) ________________ our ability (*feel*) ________________ and (*share*) ________________ emotions.

11. Traffic has become too heavy for the Steinbergs (*commute*) ________________ easily to their jobs in the city from their suburban apartment. They're considering (*move*) ________________ to an apartment in the city (*be*) ________________ closer to their work. Both of them hate the long commute. They want (*spend*) ________________ more time (*do*) ________________ things they really enjoy (*do*) ________________ in their free time rather than being tied up on the highway during rush hour.

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*In formal English, a possessive adjective (e.g., *your coming*) is used to modify a gerund. In informal English, the object form of a pronoun is frequently used (*you coming*).

☐ Exercise 38. Looking at grammar. (Chapters 14 and 15)

Complete each sentence with the correct form of the verb in parentheses.

1. I was tired, so I just watched them (*play*) _______________ volleyball instead of (*join*) _______________ them.
2. Emily stopped her car (*let*) ____________ a black cat (*run*) ____________ across the street.
3. I'm tired. I wouldn't mind just (*stay*) _______________ home tonight and (*get*) _______________ to bed early.
4. I can't seem (*get*) ____________ rid of the cockroaches in my apartment. Every night I see them (*run*) _______________ all over my kitchen counters. It drives me crazy. I'm considering (*have*) _________________ the whole apartment (*spray*) _______________ by a professional pest control expert.
5. Last week I was sick with the flu. It made me (*feel*) ____________ awful. I didn't have enough energy (*get*) ____________ out of bed. I just lay there (*feel*) _______________ sorry for myself. When my father heard me (*sneeze*) _________________ and (*cough*) _________________, he opened my bedroom door (*ask*) ____________ me if I needed anything. I was really happy to see his kind and caring face, but there wasn't anything he could do to make the flu (*go*) ____________ away.

☐ Exercise 39. Let's talk and listen. (Chapters 14 and 15)

CD 2
Track 19

Part I. Answer these questions. Then listen to the lecture on lightning storms with your book closed.

1. Have you ever been in a lightning storm?
2. How did you protect yourself?

Part II. Open your book and read the statements. Circle "T" for true and "F" for false.

1. It's important to hide under a tree during a lightning storm. T F
2. It's advisable to make yourself as small as possible when a storm is nearby. T F
3. If you are lucky enough to be near a car during a storm, get inside it. T F
4. Few lightning deaths occur after a storm has passed. T F

Part III. Listen to the lecture again. Complete the sentences with the words you hear.

Protecting Yourself in a Lightning Storm

Lightning storms can occur suddenly and without warning. It's important ____________1____________ safe if you're outside when a storm begins. Some people stand under trees or in open shelters like picnic areas __________2__________ themselves. They are __________3__________ that this can be a fatal mistake. Tall objects are __________4__________ lightning, so when you are out in the open, you should try __________5__________ yourself as small as possible. ____________6____________ into a ball lessens the chance that a lightning bolt will strike you. __________7__________ a depression in the ground to hide in, like a hole or a ditch, is even better.

__________8__________ a building is safer than __________9__________, but it's not without dangers. ____________10____________ away from doors and windows. If you're talking on a phone with a cord, hang up. Lightning has been known to travel along a phone cord and strike the person holding the phone. Even TVs can conduct lightning through the cable or antenna, so it's a good idea ________11________ away from the television. It's also inadvisable __________12__________ a shower or bath since plumbing can conduct electricity from lightning. How safe are cars? Surprisingly, the inside of a car is safe as long as it has a metal roof, but __________13__________ any part of the car that leads to the outside.

There's a 30/30 rule regarding lightning. As soon as you see lightning, ________14________ the seconds until you hear thunder. If you hear thunder before you reach 30, this means you __________15__________ shelter immediately. Additionally, even if the storm __________16__________, you want ________17________ in a protected place for 30 minutes after you hear the last sounds of thunder or have seen the last flashes of lightning. Many lightning deaths, in fact more than half in the United States, occur after a storm has passed.

Chapter 16

Coordinating Conjunctions

☐ **Exercise 1. Warm-up.** (Chart 16-1)
Identify the parts of speech of the words in blue and the word that connects them. What do you notice about the words in blue?

	Part of speech	Connective
1. The old man is extremely kind and generous.	*adjective*	*and*
2. He received a book and a sweater for his birthday.	noun	and
3. She spoke angrily and bitterly about the war.	adverb	and
4. In my spare time, I enjoy reading novels or watching television.	gernud	or
5. He will leave early but arrive late.	adverb	but

16-1 Parallel Structure

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called "parallel structure." The conjunctions used in this pattern are ***and, but, or,*** and ***nor***. These words are called "coordinating conjunctions."

(a) *Steve* ***and*** his *friend* are coming to dinner.	In (a): *noun* + ***and*** + *noun*
(b) Susan *raised* her hand ***and*** *snapped* her fingers.	In (b): *verb* + ***and*** + *verb*
(c) He *is waving* his arms ***and*** *(is) shouting* at us.	In (c): *verb* + ***and*** + *verb* (The second auxiliary may be omitted if it is the same as the first auxiliary.)
(d) These shoes are *old* ***but*** *comfortable*.	In (d): *adjective* + ***but*** + *adjective*
(e) He wants *to watch* TV ***or*** *(to) listen* to some music.	In (e): *infinitive* + ***or*** + *infinitive* (The second *to* is usually omitted.)

☐ **Exercise 2. Looking at grammar.** (Chart 16-1)
Choose the correct completions.

1. My roommate is friendly and _____.
   [✓ a.] helpful [✓ b.] kind c. kindness
2. Jack opened the window and _____.
   a. turn on the fan b. turning on the fan [✓ c.] turned on the fan

3. Honesty and _____ are admirable qualities in a person.
   a. generous   b. generosity   c. intelligence

4. Kate was listening to the radio and _____ at the same time.
   a. study   b. studying   c. studies

5. I was tired and _____ after our long hike.
   a. hungry   b. hunger   c. thirsty

6. Everyone had a good time at the party and _____ home happy.
   a. go   b. went   c. going

7. No one wanted to stay after the party and _____ up.
   a. clean   b. cleaning   c. cleaned

8. No one enjoys staying and _____ up at the end of a party.
   a. clean   b. cleaning   c. cleaned

☐ Exercise 3. Looking at grammar. (Chart 16-1)

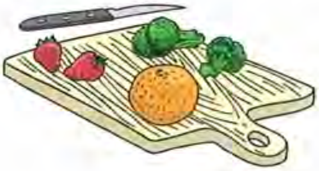
Complete each sentence with one word that gives the same idea as the words in parentheses.

1. Lisa was saddened and ___upset___ by the news.
   (*her feelings were upset*)
2. We enjoy fish and ____________ for dinner.
   (*we eat vegetables*)
3. The clerk spoke impatiently and ____________ when I asked for help.
   (*her words were rude*)
4. Mr. Evans is very old but ____________.
   (*has a lot of strength*)
5. The driver ran a stop sign and ____________ down the street.
   (*he was driving at a high speed*)

☐ Exercise 4. Warm-up. (Chart 16-2)

Check (✓) the sentences that are correctly punctuated. Notice the use of commas.

1. ___ Oranges, and strawberries are high in vitamin C. (*not correct*)
2. _✓_ Oranges and strawberries are high in vitamin C.
3. ___ Oranges, strawberries, and broccoli are high in vitamin C.
4. ___ Oranges, strawberries and broccoli are high in vitamin C.
5. ___ Oranges strawberries and broccoli are high in vitamin C.
6. ___ Oranges, strawberries, and broccoli, are high in vitamin C.



16-2 Parallel Structure: Using Commas

(a) **Steve** and **Joe** are in class. (b) *INCORRECT PUNCTUATION:* Steve, and Joe are in class.	No commas are used when *and* connects **two** parts of a parallel structure, as in (a).
(c) **Steve**, **Joe** *and* **Rita** are in class. (d) **Steve**, **Joe**, *and* **Rita** are in class. british (e) **Steve**, **Joe**, **Rita**, **Jan** *and* **Kim** are in class. (f) **Steve**, **Joe**, **Rita**, **Jan**, *and* **Kim** are in class.	When *and* connects **three or more** parts of a parallel structure, a comma is used between the first items in the series. A comma may also be used before *and*, as in (d) and (f). The use of this comma is optional (i.e., the writer can choose).* NOTE: A comma often represents a pause in speech.

*The purpose of punctuation is to make writing clear for readers. This chart and others in this chapter describe the usual use of commas in parallel structures. Sometimes commas are required according to convention (i.e., the expected use by educated language users). Sometimes use of commas is a stylistic choice made by the experienced writer.

☐ Exercise 5. Listening and punctuation. (Chart 16-2)

Listen to the sentences and add commas as necessary. Practice pronouncing the sentences.

CD 2
Track 20

1. My bedroom has a bed, a desk (*optional comma*), and a lamp.
2. The price of the meal includes a salad a main dish and dessert.
3. The price of the meal includes a salad and a main dish.
4. Elias waited for his son wife and daughter.
5. Elias waited for his son's wife and daughter.
6. Susan raised her hand snapped her fingers and asked a question.
7. Red yellow gold and olive green are the main colors in the fabric.
8. I love films full of action adventure and suspense.
9. I love action and adventure films.
10. "Travel is fatal to prejudice bigotry and narrow-mindedness." —*Mark Twain**

☐ Exercise 6. Looking at grammar. (Charts 16-1 and 16-2)

Parallel structure makes repeating the same words unnecessary. Cross out the words that are unnecessary, and then combine the two given sentences into one concise sentence that contains parallel structure.

1. Molly opened the door. ~~Molly~~ greeted her guests.
   → *Molly opened the door* ***and*** *greeted her guests.*
2. Molly is opening the door. Molly is greeting her guests.
3. Molly will open the door. Molly will greet her guests.
4. Linda is kind. Linda is generous. Linda is trustworthy.
5. Please try to speak more loudly. Please try to speak more clearly.

---

*Mark Twain (1835–1910) is a well-known American writer and humorist. His most famous novel is *The Adventures of Huckleberry Finn*. He is also famous for his witty quotations.

6. He gave her flowers on Sunday. He gave her candy on Monday. He gave her a ring on Tuesday.
7. He decided to quit school. He decided to go to California. He decided to find a job.
8. I am looking forward to going to Italy. I am looking forward to eating wonderful pasta every day.
9. The boy was old enough to work. The boy was old enough to earn some money.
10. I should have finished my homework. Or I should have cleaned up my room.
11. I like coffee. I do not like tea.
    → *I like coffee* ***but*** *not tea.*
12. I have met his mother. I have not met his father.
13. Jake would like to live in Puerto Rico. He would not like to live in Iceland.

☐ Exercise 7. Looking at grammar. (Charts 16-1 and 16-2)

First, complete the unfinished sentence in each group. Second, combine the sentences into one concise sentence that contains parallel structure.

1. The country lane was narrow.
   The country lane was steep.
   The country lane was muddy.
   The country lane was narrow, steep, and muddy.

2. I dislike living in a city because of the air pollution.
   I dislike living in a city because of the crime.
   I dislike living in a city because of ______________________.
   I dislike living in a city because of the air pollution, ______________________
   ______________________.

3. Hawaii has a warm climate.
   Hawaii has beautiful beaches.
   Hawaii has many interesting tropical trees.
   Hawaii has many interesting tropical ______________________.
   Hawaii has a warm climate, beautiful beaches, ______________________
   ______________________.

4. Mary Hart would make a good president because she works effectively with others.
   Mary Hart would make a good president because she has a reputation for integrity.
   Mary Hart would make a good president because she has a reputation for independent thinking.
   Mary Hart would make a good president because she ______________________.
   Mary Hart would make a good president because she works effectively with others,
   ______________________.

☐ Exercise 8. Looking at grammar. (Charts 16-1 and 16-2)

Complete the sentences with your own words. Use parallel structure.

1. Judge Holmes served the people of this country with fairness, ability, and ___honesty___.
2. Ms. Garcia has proven herself to be a hard-working, responsible, and ______________ manager.
3. The professor walked through the door and ______________.
4. I was listening to music and ______________ when I heard a knock at the door.
5. I get up at seven every morning, eat a light breakfast, and ______________.
6. ______________ and attending concerts in the park are two of the things my wife and I like to do on summer weekends.
7. Our whole family enjoys camping. We especially enjoy fishing in mountain streams and ______________.

☐ Exercise 9. Let's talk. (Charts 16-1 and 16-2)

Complete the sentences in pairs or small groups. Share some of your completions with the class.

1. A good friend needs to be ______________ and ______________.
2. English teachers should have these qualities: ______________, ______________, and ______________.
3. Parents need to ______________ and ______________.
4. Doctors should ______________ or ______________.
5. ______________, ______________, and ______________ are three easy ways for me to relax at the end of the day.
6. In my free time, I like to ______________, ______________, and ______________.
7. Three activities I don't enjoy are ______________, ______________, and ______________.
8. ______________, ______________, and ______________ are difficult subjects for me.

☐ **Exercise 10. Check your knowledge.** (Charts 16-1 and 16-2)

Correct the errors. All of the sentences are adapted from student writing.

1. By obeying the speed limit~~,~~ we can save energy, lives, and it costs us less.
2. My home offers me a feeling of security, warm, and love.
   warmth
3. The pioneers hoped to clear away the forest and planting crops.
   plant
4. When I refused to help Alice, she became very angry and shout at me.
   shouted
5. When Nadia moved, she had to rent an apartment, make new friends, and ~~to~~ find a job.
6. All plants need light, to have a suitable climate, and an ample supply of water and minerals from the soil.
7. Slowly and being cautious, the firefighter climbed the burned staircase.
8. On my vacation, I lost a suitcase, broke my glasses, and I missed my flight home.
9. With their keen sight, fine hearing, and they have a refined sense of smell, wolves hunt elk, deer, moose, and caribou.
10. When Anna moved, she had to rent an apartment, make new friends, and to find a job.
11. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey or they spit it into the eyes of the victim.

☐ **Exercise 11. Warm-up.** (Chart 16-3)

What do you notice about the subject-verb agreement in each pair of sentences?

1. a. Either my brother or my sister is going to tutor me in science.
   b. Either my brother or my sisters are going to tutor me in science.
2. a. Neither my brother nor my sister is a teacher.
   b. Neither my brother nor my sisters are teachers.
3. a. Not only my brother but also my sister has a doctorate in science.
   b. Not only my brother but also my sisters have doctorates in science.

16-3 Paired Conjunctions: *Both . . . And; Not Only . . . But Also; Either . . . Or; Neither . . . Nor*

(a) ***Both*** *my mother **and** my sister **are*** here.	Two subjects connected by ***both . . . and*** take a plural verb, as in (a).
(b) ***Not only*** *my mother **but also** my sister **is*** here. (c) ***Not only*** *my sister **but also** my parents **are*** here. (d) ***Neither*** *my mother **nor** my sister **is*** here. (e) ***Neither*** *my sister **nor** my parents **are*** here.	When two subjects are connected by ***not only . . . but also, either . . . or,*** or ***neither . . . nor,*** the subject that is closer to the verb determines whether the verb is singular or plural.
(f) The research project will take ***both*** *time* ***and*** *money.* (g) Sue *saw **not only** a fox in the woods **but (also)** a bear.* (h) I'll take ***either*** *chemistry* ***or*** *physics* next quarter. (i) That book is ***neither*** *interesting* ***nor*** *accurate.*	Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunctions.*
	In (f): ***both*** + *noun* + ***and*** + *noun* In (g): ***not only*** + *noun* + ***but also*** + *noun* In (h): ***either*** + *noun* + ***or*** + *noun* In (i): ***neither*** + *adjective* + ***nor*** + *adjective* NOTE: Paired conjuctions are usually used for emphasis; they draw attention to both parts of the parallel structure.

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*Paired conjunctions are also called "correlative conjunctions."

☐ Exercise 12. Looking at grammar. (Chart 16-3)

Complete the sentences with ***is/are.***

1. Both the teacher and the student ______*are*______ here.
2. Neither the teacher nor the student is____________ here.
3. Not only the teacher but also the student is____________ here.
4. Not only the teacher but also the students are____________ here.
5. Either the students or the teacher is____________ planning to come.
6. Either the teacher or the students are____________ planning to come.
7. Both the students and the teachers are____________ planning to come.
8. Both the students and the teacher are____________ planning to come.

☐ Exercise 13. Looking at grammar. (Chart 16-3)

Answer the questions. Use paired conjunctions. Work in pairs, in small groups, or as a class.

Part I. Use ***both . . . and.***

1. You've met his father. Have you met his mother?
   → *Yes. I've met both his father and his mother.*
2. The driver was injured in the accident. Was the passenger injured in the accident?
3. Wheat is grown in Kansas. Is corn grown in Kansas?
4. The city suffers from air pollution. Does it suffer from water pollution?

Part II. Use ***not only . . . but also.***

5. I know you are studying math. Are you studying chemistry too?
   → *Yes. I'm studying not only math but also chemistry.*
6. I know his cousin is living with him. Is his mother-in-law living with him too?
7. I know you lost your wallet. Did you lose your keys too?
8. I know she goes to school. Does she have a full-time job too?

Part III. Use ***either . . . or.***

9. Omar has your book, or Rosa has your book. Is that right?
   → *Yes. Either Omar or Rosa has my book.*
10. You're going to give your friend a book for her birthday, or you're going to give her some jewelry. Is that right?
11. Your sister will meet you at the airport, or your brother will meet you there. Right?
12. They can go swimming, or they can play tennis. Is that right?

Part IV. Use ***neither . . . nor.***

13. He doesn't like coffee. Does he like tea?
    → *No. He likes neither coffee nor tea.*
14. Her husband doesn't speak English. Do her children speak English?
15. They don't have a refrigerator for their new apartment. Do they have a stove?
16. The result wasn't good. Was the result bad?

☐ Exercise 14. Listening. (Chart 16-3)

CD 2
Track 21

Choose the sentence (a. or b.) that has the same meaning as the sentence you hear.

Example: You will hear: Sarah is working on both a degree in biology and a degree in chemistry.

You will choose: a. Sarah is working on only one degree.
[✓ b.] Sarah is working on two degrees.

1. a. Ben will call Mary and Bob.
   b. Ben will call one of them but not both.

2. a. My mother and my father talked to my teacher.
   b. Either my mother or my father talked to my teacher.

3. a. Simon saw both a whale and a dolphin.
   b. Simon didn't see a whale, but he did see a dolphin.

4. a. Our neighborhood had electricity but not water.
   b. Our neighborhood didn't have electricity or water.

5. a. We will have two teachers today.
   b. We will have one teacher today.

☐ Exercise 15. Looking at grammar. (Chart 16-3)

Combine each pair of sentences into one new sentence with parallel structure. Use ***both . . . and; not only . . . but also; either . . . or; neither . . . nor.***

1. He does not have a pen. He does not have paper.
   → *He has neither a pen nor paper.*
2. You can have tea, or you can have coffee.
   → *You can have tea or coffee.*
3. Tanya enjoys horseback riding. Beth enjoys horseback riding.
4. Arthur is not in class today. Ricardo is not in class today.
5. Arthur is absent. Ricardo is absent.
6. We can fix dinner for them here, or we can take them to a restaurant.
7. The leopard faces extinction. The tiger faces extinction.
8. The library doesn't have the book I need. The bookstore doesn't have the book I need.
9. We could fly, or we could take the train.
10. The hospital will not confirm the story. The hospital will not deny the story.
11. Coal is an irreplaceable natural resource. Oil is an irreplaceable natural resource.
12. Her roommates don't know where she is. Her brother doesn't know where she is.

☐ Exercise 16. Listening. (Charts 16-1 → 16-3)

CD 2
Track 22

Part I. Answer these questions. Then listen to the short lecture on bats with your book closed.

1. Do you ever see bats?
2. Are you afraid of them?

Part II. Open your book. Choose the correct completions. Then listen again and check your answers.

Bats

(1) What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of both happiness and ([✓ *luck*], *lucky*)?

(2) In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are not only (*harm, harmless*) but also (*benefit, beneficial*) mammals. "When I was a child, I believed that a bat would attack me and (*tangle, tangled*) itself in my hair. Now I know better," said Dr. Horowitz.

(3) Contrary to popular Western myths, bats do not (*attack, attacking*) humans. Although a few bats may have diseases, they are not major carriers of rabies or other frightening diseases. Bats help natural plant life by pollinating plants, spreading seeds, and (*to eat, eating*) insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and (*destroy, destruction*) the fruit industry.

(4) According to Dr. Horowitz, bats are both gentle and (*train, trainable*) pets. Not many people, however, own or train bats, and bats themselves prefer to avoid people.

☐ Exercise 17. Warm-up. (Chart 16-4)

Check (✓) the items with correct punctuation. NOTE: Only one of the items has incorrect punctuation.

1. ___ Thunder clouds rolled by. Flashes of lightning lit the sky.
2. ___ Thunder clouds rolled by, flashes of lightning lit the sky.
3. ___ Thunder clouds rolled by, and flashes of lightning lit the sky.
4. ___ Thunder clouds rolled by. And flashes of lightning lit the sky.

16-4 Separating Independent Clauses with Periods; Connecting Them with *And* and *But*

(a) It was raining hard. There was a strong wind. (b) *INCORRECT PUNCTUATION:* It was raining hard, there was a strong wind.	Example (a) contains two *independent clauses* (i.e., two complete sentences). PUNCTUATION: A period,* NOT A COMMA, is used to separate two independent clauses. The punctuation error in (b) is called a "run-on sentence." In spoken English, a pause, slightly longer than a pause for a comma, separates the two sentences.
(c) It was raining hard, *and* there was a strong wind. (d) It was raining hard. *And* there was a strong wind. (e) It was raining hard *and* there was a strong wind. (f) It was late, *but* he didn't care. (g) It was late. *But* he didn't care.	***And*** and ***but*** (coordinating conjunctions) are often used to connect two independent clauses. PUNCTUATION: Usually a comma immediately precedes the conjunction, as in (c) and (f). In informal writing, a writer might choose to begin a sentence with a conjunction, as in (d) and (g). In a very short sentence, a writer might choose to omit the comma in front of ***and***, as in (e). (Omitting the comma in front of ***but*** is rare.)

*In British English, a period is called a "full stop."

☐ Exercise 18. Looking at grammar. (Chart 16-4)

Punctuate the sentences by adding commas and periods. Do not add any words. Add capitalization as necessary.

1. The boys walked the girls ran.
   → *The boys walked. The girls ran.*
2. The boys walked and the girls ran.
3. The teacher lectured the students took notes.
4. The teacher lectured and the students took notes.
5. Elena came to the meeting but Pedro stayed home.
6. Elena came to the meeting her brother stayed home.

☐ Exercise 19. Listening and grammar. (Chart 16-4)

CD 2
Track 23

Listen to the sentences, paying special attention to pauses. Add periods and commas where you hear pauses. Add capitalization as necessary.

1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore I had to go to the post office the travel agency and the bank.
2. Roberto slapped his hand on his desk in frustration he had failed another examination and had ruined his chances for a passing grade in the course.
3. When Alex got home he took off his coat and tie threw his briefcase on the kitchen table and opened the refrigerator looking for something to eat Ann found him sitting at the kitchen table when she got home.*
4. When Tara went downtown yesterday she bought birthday presents for her children shopped for clothes and saw a movie at the theater it was a busy day but she felt fine because it ended on a relaxing note.
5. It was a wonderful picnic the children waded in the stream collected rocks and insects and flew kites the teenagers played an enthusiastic game of baseball the adults busied themselves preparing the food supervising the children and playing some volleyball.

☐ Exercise 20. Looking at grammar. (Charts 16-2 and 16-4)

Punctuate the sentences by adding commas and periods. Do not add any words. Add capitalization as necessary.

1. Janice entered the room and looked around she knew no one.
2. A thermometer is used to measure temperature a barometer measures air pressure.
3. Derek made many promises but he had no intention of keeping them.
4. The earthquake was devastating tall buildings crumbled and fell to the ground.
5. Birds have certain characteristics in common they have feathers wings and a beak with no teeth birds lay hard-shelled eggs and their offspring are dependent on parental care for an extended period after birth.
6. The ancient Egyptians had good dentists archeologists have found mummies that had gold fillings in their teeth.

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* See Chart 17-1, p. 365, for the punctuation of adverb clauses. Commas are used when the adverb clause comes before the main clause but not when it comes after the main clause.

Examples: ***When the phone rang,*** *I answered it.* (comma used)
I answered the phone ***when it rang.*** (no comma used)

☐ Exercise 21. Listening and grammar. (Chart 16-4)

CD 2
Track 24

Part I. Read the passage on butterflies quickly. How does the lack of punctuation and capitalization make a difference in how easily you can read the passage?

Butterflies

A butterfly is a marvel it begins as an ugly caterpillar and turns into a work of art the sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart a butterfly is a charming and gentle creature caterpillars eat plants and cause damage to some crops but adult butterflies feed principally on nectar from flowers and do not cause any harm when cold weather comes some butterflies travel great distances to reach tropical climates they can be found on every continent except Antarctica because they are so colorful and beautiful butterflies are admired throughout the world.

Part II. Listen to the passage with your book open. Listen for pauses and add periods, commas, and capital letters as necessary. Then read the passage again and make sure it is punctuated the way you think is best.

Part III. Listen to the passage one more time to see if your punctuation reflects the spoken pauses.

☐ Exercise 22. Let's read and talk. (Chapter 16)

Part I. Read the paragraph about Dr. Martin Luther King, Jr.

Martin Luther King, Jr., was the leader of the 1960s civil rights movement in the United States that sought to end segregation and racial discrimination against African-Americans. In 1964, Dr. King became the youngest person to receive the Nobel Peace Prize. He was assassinated in 1968, but his powerful and inspiring words still live.

Part II. Underline the parallel structures that you find in these quotes from the speeches and writings of Dr. Martin Luther King, Jr. Discuss the ideas. Work in pairs, in small groups, or as a class.

1. "The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood."
2. "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."
3. "In the end, we will remember not the words of our enemies, but the silence of our friends."
4. "Nonviolence is the answer to the crucial political and moral question of our time: the need for mankind to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love."

☐ Exercise 23. Let's write. (Chapter 16)

Choose one of the given topics. Write two versions of the same paragraph. The first version should be a draft in which you get your ideas on paper. Then the second version should be a "tightened" revision of the first. Look for places where two or three sentences can be combined into one by using parallel structure. In the second version, use as few words as possible and still communicate your meaning.

Topics:

1. Give a physical description of your place of residence (apartment, dorm room, etc.)
2. Describe the characteristics and activities of a successful student.
3. Give your reader directions for making a particular food dish.

Example:

First Draft: You'll need several ingredients to make spaghetti sauce. You'll need some ground beef. Probably about one pound of ground beef is enough. You should also have an onion. If the onions are small, you should use two. Also, find a green pepper and put it in the sauce. Of course, you will also need some tomato sauce or tomatoes.

Revision: To make spaghetti sauce, you will need one pound of ground beef, one large or two small onions, a green pepper, and some tomato sauce or tomatoes.

Chapter 17

Adverb Clauses

☐ **Exercise 1. Warm-up.** (Chart 17-1)
The words in blue are adverb clauses. What do you notice about their sentence placement and punctuation?

1. He closed the window when it got windy.
2. Because it got windy, he closed the window.
3. Even though it was windy, he opened the window.
4. Would you please close the window if it gets windy?

17-1 Introduction

Adverb clauses are used to show relationships between ideas. They show relationships of *time, cause and effect, contrast,* and *condition.*

adverb clause main clause (a) *When the phone rang,* the baby woke up. (b) The baby woke up *when the phone rang.*	In (a) and (b): ***when the phone rang*** is an adverb clause of time. Examples (a) and (b) have the same meaning. PUNCTUATION: When an adverb clause precedes a main clause, as in (a), a comma is used to separate the clauses. When the adverb clause follows, as in (b), usually no comma is used.
(c) *Because he was sleepy,* he went to bed. (d) He went to bed *because he was sleepy.*	In (c) and (d), ***because*** introduces an adverb clause that shows a cause-and-effect relationship.
(e) *INCORRECT PUNCTUATION:* When we were in New York. We saw several plays. (f) *INCORRECT PUNCTUATION:* He went to bed. Because he was sleepy.	Adverb clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to a main (or independent) clause.*

Summary list of words used to introduce adverb clauses**

TIME		CAUSE AND EFFECT	CONTRAST	CONDITION
after	by the time (that)	because	even though	if
before	once	now that	although	unless
when	as/so long as	since	though	only if
while	whenever			whether or not
as	every time (that)		DIRECT CONTRAST	even if
as soon as	the first time (that)		while	in case
since	the last time (that)			
until	the next time (that)			

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*See Chart 13-1, p. 270, for the definition of dependent and independent clauses.

**Words that introduce adverb clauses are called "subordinating conjunctions."

☐ Exercise 2. Looking at grammar. (Chart 17-1)

Check (✓) the sentences that are grammatically complete and contain the correct punctuation.

1. _✓_ I woke up.
2. ___ When the door slammed.
3. ___ I woke up. When the door slammed.
4. ___ I woke up when the door slammed.
5. ___ When the door slammed, I woke up.
6. ___ The door slammed. I woke up.
7. ___ As soon as you finish dinner, you will need to pick up Andy at work.
8. ___ The first time I saw you at the school dance last February.
9. ___ Every time the phone rings and I answer it.
10. ___ We won't know the results until the doctor calls.
11. ___ We got something to eat. After we went to the movie.

☐ Exercise 3. Looking at grammar. (Chart 17-1)

Underline the adverb clauses. Add punctuation and capitalization as necessary. Do not add or delete any words.

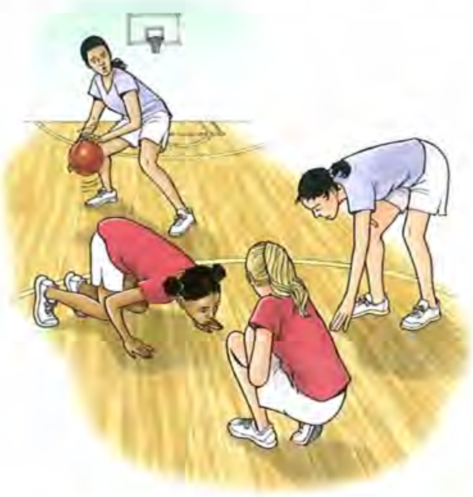
W
1. when Abder was in New York, he stayed with his cousins.
2. we went inside when it began to rain
3. it began to rain we went inside
4. when it began to rain we went inside
5. when the mail comes my assistant opens it
6. my assistant opens the mail when it comes
7. the mail comes around ten o'clock every morning my assistant opens it

☐ Exercise 4. Looking at grammar. (Charts 16-2, 16-4, and 17-1)

Add punctuation and capitalization as necessary. Do not add or delete any words.

1. As soon as the rain began the children wanted to go outdoors they love to play outside in the warm summer rain I used to do the same thing when I was a child.
2. I had a cup of tea before I left for work this morning but I didn't have anything to eat I rarely eat breakfast.
3. When Jack and his wife go on vacation they have to drive or take the train because his wife is afraid of flying.

4. After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home.
5. When you speak to someone who is hard of hearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me when I look directly at him and say each word clearly.
6. Jane wears contact lenses because she is near-sighted without them, she can't see from one end of a basketball court to the other when one of her contacts popped out during a recent game both teams stopped playing and searched the floor for the lens.



☐ **Exercise 5. Warm-up.** (Chart 17-2)

Add the word(s) in parentheses to the correct place in each sentence. Add commas and capitalization as necessary.

1. Anya listened to some music $\overset{\text{while}}{\wedge}$ she was working at her computer. (*while*)
2. I go to bed I always brush my teeth. (*before*)
3. I was a child I've been interested in butterflies. (*ever since*)
4. I'm going to meet some friends I leave class today. (*after*)
5. People speak English too fast Oscar can't catch the meaning. (*when*)
6. The teacher speaks too fast Oscar is going to ask her to slow down. (*the next time*)

17-2 Using Adverb Clauses to Show Time Relationships

*after**	(a) ***After*** *she graduates,* she will get a job.	A present tense, NOT a future tense, is used in an adverb clause of time, as in (a) and (c) (See Chart 4-3, p. 67, for tense usage in future time clauses.)
	(b) ***After*** *she (had) graduated,* she got a job.	
*before**	(c) I will leave ***before*** *he comes.*	
	(d) I (had) left ***before*** *he came.*	
when	(e) ***When*** *I arrived,* he *was talking* on the phone.	***when*** = *at that time* Notice the different time relationships expressed by the tenses.
	(f) ***When*** *I got there,* he *had* already *left.*	
	(g) ***When*** *it began to rain,* I *stood* under a tree.	
	(h) ***When*** *I was in Chicago,* I *visited* the museums.	
	(i) ***When*** *I see him tomorrow,* I *will ask* him.	
while	(j) ***While*** *I was walking home,* it began to rain.	***while, as*** = *during that time*
as	(k) ***As*** *I was walking home,* it began to rain.	
by the time	(l) ***By the time*** *he arrived,* we *had* already *left.*	***by the time*** = *one event is completed before another event* Notice the use of the past perfect and future perfect in the main clause.
	(m) ***By the time*** *he comes,* we *will have* already *left.*	
since	(n) I *haven't seen* him ***since*** *he left this morning.*	***since*** = *from that time to the present* In (o): ***ever*** adds emphasis. NOTE: The present perfect is used in the main clause.
	(o) I*'ve known* her ***ever since*** *I was a child.*	
until	(p) We stayed there ***until*** *we finished our work.*	***until, till*** = *to that time and then no longer* (***Till*** is used more in speaking than in writing; it is generally not used in formal English.)
till	(q) We stayed there ***till*** *we finished our work.*	
as soon as	(r) ***As soon as*** *it stops raining,* we will leave.	***as soon as, once*** = *when one event happens, another event happens soon afterward*
once	(s) ***Once*** *it stops raining,* we will leave.	
as long as	(t) I will never speak to him again ***as long as*** *I live.*	***as long as, so long as*** = *during all that time, from beginning to end*
so long as	(u) I will never speak to him again ***so long as*** *I live.*	
whenever	(v) ***Whenever*** *I see her,* I say hello.	***whenever*** = *every time*
every time	(w) ***Every time*** *I see her,* I say hello.	
the first time	(x) ***The first time*** *(that) I went to New York,* I went to an opera.	Adverb clauses can be introduced by: $\textbf{the}\left\{\begin{array}{l}\textbf{first}\\ \textbf{second}\\ \textbf{third, etc.}\\ \textbf{last}\\ \textbf{next}\\ \textbf{etc.}\end{array}\right\}\textbf{time (that)}$
the last time	(y) I saw two plays ***the last time*** *(that) I went to New York.*	
the next time	(z) ***The next time*** *(that) I go to New York,* I'm going to see a ballet.	

**After* and *before* are commonly used in the following expressions:

shortly *after*
a short time *after*
a little while *after*
not long *after*
soon *after*

shortly *before*
a short time *before*
a little while *before*
not long *before*

☐ Exercise 6. Looking at grammar. (Charts 17-1 and 17-2)

Complete the sentences with your own words. Add brackets around the adverb clause in each sentence.

1. I will call you [before I ___*come over*___.]
2. Last night I went to bed after I ________________ my homework.
3. Tonight I will go to bed after I ________________ my homework.
4. Ever since I was a child, I ________________ afraid of dogs.
5. Be sure to reread your composition for errors before you ________________ it to the teacher tomorrow.
6. By the time I left my apartment this morning, the mail carrier ________________ the mail.
7. I have known Jim Bates since he ________________ ten years old.
8. A black cat ran across the road as I ________________ my car to work this morning.
9. By the time I leave this city, I ________________________ here for four months.
10. Whenever Mark ________________ angry, his nose gets red.
11. I ________________ to the beach whenever the weather was nice, but now I don't have time to do that because I have to study.
12. We will have a big party when ____.
13. The next time I ________________ to Hawaii, I'm going to visit Mauna Loa, the world's largest active volcano.
14. I had fried chicken the last time I ________________ at that restaurant.

☐ Exercise 7. Looking at grammar. (Charts 17-1 and 17-2)

Combine each pair of sentences with the words in parentheses. Add commas as necessary.

1. The other passengers will get on the bus soon. We'll leave. (*as soon as*)
   → *As soon as the other passengers get on the bus, we'll leave.*
2. I left the room. I turned off the lights. (*after*)
3. I left the room. I turned off the lights. (*before*)
4. Suki feels nervous. She bites her nails. (*whenever*)
5. The frying pan caught on fire. I was making dinner. (*while*)
6. We were sitting down to eat. Someone knocked on the door. (*just as**)

**Just* adds the idea of "immediately":
just as = at that immediate or same moment.
just before = immediately before.
just after = immediately after.

7. The audience burst into applause. The singer finished her song. (*as soon as*)
8. We have to wait here. Nancy will come. (*until*)
9. Julia will come. We can leave for the theater. (*as soon as*)
10. My roommate walked into the room. I knew something was wrong. (*just as soon as*)
11. I stood up to give my speech. I got butterflies in my stomach. (*just before*)
12. I saw the great pyramids of Egypt in the moonlight. I was speechless. (*the first time*)
13. Lori started working at this company six months ago. Lori has gotten three promotions in the last six months. (*since*)
14. The weather will get warmer soon. We can start spending more time outside. (*once*)
15. Shakespeare died in 1616. He had written more than 37 plays. (*by the time*)
16. Sam will go to get his driver's license. He'll remember to take his glasses. (*the next time*)

☐ Exercise 8. Looking at grammar. (Chart 17-2)

Choose the best completions.

1. As soon as Martina saw the fire, she _____ the fire department.
   a. was telephoning
   [✓ b.] telephoned
   c. had telephoned
   d. has telephoned

2. Before Jennifer won the lottery, she _____ any kind of contest.
   a. hasn't entered
   b. doesn't enter
   c. wasn't entering
   d. hadn't entered

3. Every time Prakash sees a movie made in India, he _____ homesick.
   a. will have felt
   b. felt
   c. feels
   d. is feeling

4. Since I left Venezuela six years ago, I _____ to visit friends and family several times.
   a. return
   b. will have returned
   c. am returning
   d. have returned

5. While he was washing his new car, Mr. De Rosa _____ a small dent in the rear fender.
   a. has discovered
   b. was discovering
   c. is discovering
   d. discovered

6. Yesterday while I was attending a sales meeting, Matthew _____ on the company's annual report.
   a. was working
   b. had been working
   c. has worked
   d. works

7. Tony _____ to have children until his little daughter was born. After she won his heart, he decided he wanted a big family.
   a. doesn't want
   b. hadn't wanted
   c. wasn't wanting
   d. hasn't wanted

8. After the horse threw her to the ground for the third time, Jennifer picked herself up and said, "I _____ on another horse as long as I live."
   a. never ride   c. will never ride
   b. have never ridden   d. do not ride

9. The next time Paul _____ to New York, he will visit the Metropolitan Museum of Art's famous collection of international musical instruments.
   a. will fly   c. has flown
   b. flies   d. will have flown

10. Ever since Maurice arrived, he _____ quietly in the corner. Is something wrong?
   a. sat   c. had been sitting
   b. has been sitting   d. will have sat

11. After Nela _____ for twenty minutes, she began to feel tired.
   a. jogging   c. has been jogging
   b. had been jogging   d. has jogged

12. Peter, _____ since you got home from football practice?
   a. have you eaten   c. are you eating
   b. will you eat   d. do you eat

13. By the time the young birds _____ the nest for good, they will have learned how to fly.
   a. will leave   c. are leaving
   b. will have left   d. leave

14. The last time I _____ in Athens, the weather was hot and humid.
   a. had been   c. am
   b. was   d. will have been

☐ Exercise 9. Looking at grammar. (Charts 17-1 and 17-2)

Read the description of events. Make sentences using the words below the example.

Events:

4:00 Judy parked her car at the mall and went to buy some jeans.
4:03 A thief broke into her car and stole her radio.
4:30 Judy returned to her car.
4:31 Judy called the police.
4:35 The police arrived.
4:35 Judy began crying in frustration.

Example: just after
→ Just after Judy parked her car, a thief broke into it.

1. just after
2. just as
3. when
4. while
5. by the time
6. as soon as

☐ Exercise 10. Let's talk. (Charts 17-1 and 17-2)

Work in small groups. Complete the sentences with your own words. Each member of the group should finish each sentence.

Example: After I left class yesterday, ...
→ *After I left class yesterday, I met my cousin for tea.*

1. After I leave class today, ...
2. Before I go to bed tonight, ...
3. As soon as I get up tomorrow, ...
4. Whenever I feel nervous, ...
5. The first time I came to this class, ...
6. Ever since I was a child, ...
7. As long as I live, ...
8. Just as I was falling asleep last night, ...

☐ Exercise 11. Listening and grammar. (Charts 17-1 and 17-2)

CD 2
Track 25

Listen to the story about Marco's and Anya's cultural misunderstandings with your book closed. Then open your book and complete the sentences.

1. The first time Marco was asked "How's it going?", ______________________________
____
2. At first, every time someone asked Anya how she was, ______________________________
____
3. The next time Marco wants to get the server's attention at a restaurant, ______________
____
4. Since Marco and Anya have come to this country, ______________________________
____
5. Whenever they have a cultural misunderstanding, ______________________________
____

☐ Exercise 12. Warm-up. (Chart 17-3)

Which adverb clauses give the idea of "because"?

1. Now that I've finished art school, I can focus on finding work as an illustrator.
2. Since I was young, I have been artistic.
3. Since you're artistic, you can illustrate the story.

17-3 Using Adverb Clauses to Show Cause and Effect

because	(a) ***Because*** *he was sleepy,* he went to bed. (b) He went to bed ***because*** *he was sleepy.*	An adverb clause may precede or follow the independent clause. Notice the punctuation in (a) and (b).
now that	(c) ***Now that*** *I've finished the semester,* I'm going to rest a few days and then take a trip. (d) Jack lost his job. ***Now that*** *he's unemployed,* he can't pay his bills.	***Now that*** means "because now." In (c): ***Now that I've finished the semester*** means "because the semester is now over." ***Now that*** is used for present causes of present or future situations.
since	(e) ***Since*** *Monday is a holiday,* we don't have to go to work. (f) ***Since*** *you're a good cook and I'm not,* you should cook the dinner.	When ***since*** is used to mean "because," it expresses a known cause; it means "because it is a fact that" or "given that it is true that." Cause-and-effect sentences with ***since*** say, "Given the fact that X is true, Y is the result." In (e): "Given the fact that Monday is a holiday, we don't have to go to work."
	(g) ***Since*** *I came here,* I have met many people.	NOTE: ***Since*** has two meanings. One is "because." It is also used in time clauses, as in (g). See Chart 17-2.

☐ **Exercise 13. Looking at grammar.** (Chart 17-3)
Combine each pair of sentences with the words in parentheses. Add commas as necessary.

1. We can go swimming every day. The weather is warm. (*now that*)
   → *We can go swimming every day now that the weather is warm.*
2. The students had done poorly on the test. The teacher decided to give it again. (*since*)
   → *Since the students had done poorly on the test, the teacher decided to give it again.*
3. Cold air hovers near the earth. It is heavier than hot air. (*because*)
4. You paid for the theater tickets. Please let me pay for our dinner. (*since*)
5. Do you want to go for a walk? The rain has stopped. (*now that*)
6. Our TV set was broken. We listened to the news on the radio. (*because*)
7. Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (*since*)
8. The civil war has ended. A new government is being formed. (*now that*)
9. Ninety-two thousand people already have reservations with an airline company for a trip to the moon. I doubt that I'll get the chance to go on one of the first tourist flights. (*since*)

CRESCENT
HOTEL
WELCOME TO THE MOON
MOON ROCKS
SALE
LUNAR TATOOS
WE ACCEPT CREDIT CARDS
MOON SOUVENIRS
CHEESE
MOON SHOP

☐ Exercise 14. Looking at grammar. (Chart 17-3)

Complete the sentences with your own words. Punctuate carefully.

1. Now that I've finally finished ______________________________
2. The teacher didn't ______________________________
   because ______________________________
3. Since it's too expensive to ______________________________
4. Gary can't stay out all night with his friends now that ______________________________
   ____
5. Since we don't have class tomorrow ______________________________
   ____

☐ Exercise 15. Warm-up. (Chart 17-4)

Which sentence expresses an unexpected result?

1. Because I was very tired, I went to bed early.
2. Even though I was very tired, I stayed up late.

17-4 Expressing Contrast (Unexpected Result): Using *Even Though*

(a) *Because* the weather was cold, I *didn't go* swimming. (b) *Even though* the weather was cold, I *went* swimming.	***Because*** is used to express expected results. ***Even though*** is used to express unexpected results.*
(c) *Because* I wasn't tired, I *didn't go* to bed. (d) *Even though* I wasn't tired, I *went* to bed.	NOTE: Like ***because, even though*** introduces an adverb clause.

***Although* and *though* have basically the same meaning and use as *even though*. See Chart 19-6, p. 406, for information on the use of *although* and *though*.

☐ Exercise 16. Looking at grammar. (Chart 17-4)

Choose the correct completions.

1. Because it was a dark, cloudy day, ____.
   [✓ a.] I didn't put on my sunglasses   b. I put on my sunglasses
2. Even though it was a dark, cloudy day, ____.
   a. I put on my sunglasses   b. I didn't put on my sunglasses
3. Even though Mira has a cold, ____.
   a. she feels okay   b. she feels tired
4. Because gas is so expensive, ____.
   a. I drive my car a lot   b. I avoid driving my car a lot

☐ Exercise 17. Looking at grammar. (Chart 17-4)

Complete the sentences with ***even though*** or ***because***.

1. Tim's in good shape physically even though he doesn't get much exercise.
2. Barry's in good shape physically because he gets a lot of exercise.
3. ____________________ Melissa has a job, she doesn't make enough money to support her four children.
4. ____________________ Yoko has a job, she is able to pay her rent and feed her family.
5. Sherry didn't learn Spanish ____________________ she lived in Mexico for a year.
6. Joe speaks Spanish well ____________________ he lived in Mexico for a year.
7. Jing-Won jumped into the river to rescue a little girl who was drowning ____________________ he wasn't a good swimmer.
8. A newborn kangaroo can find its mother's pouch ____________________ its eyes are not yet open.
9. Some people protest certain commercial fishing operations ____________________ dolphins, considered to be highly intelligent and social mammals, are killed unnecessarily.
10. ____________________ the earthquake damaged the bridge across Skunk River, the Smiths were able to cross the river ____________________ they had a boat.

☐ Exercise 18. Let's talk. (Chart 17-4)

Work in pairs, in small groups, or as a class. Speaker A asks the question. Speaker B answers the question beginning with ***Yes/No*** and followed by ***Even though***.

Examples:

SPEAKER A (*book open*): It was raining. Did you go to the zoo anyway?
SPEAKER B (*book closed*): Yes. Even though it was raining, I went to the zoo.

SPEAKER A (*book open*): You studied hard. Did you pass the test?
SPEAKER B (*book closed*): No. Even though I studied hard, I didn't pass the test.

1. You weren't tired. Did you go to bed anyway?
2. The phone rang many times, but did you wake up?
3. The food was terrible. Did you eat it anyway?
4. You didn't study. Did you pass the test anyway?
5. The weather is terrible today. Did you stay home?
6. You fell down the stairs. Did you get hurt?

(*Change roles if working in pairs.*)

7. You told the truth, but did anyone believe you?
8. You turned on the air conditioner. Is it still hot in here?
9. You mailed the letter a week ago. Has it arrived yet?
10. You have a lot of money. Can you afford to buy an airplane?
11. Your grandmother is ninety years old. Is she still young at heart?
12. (. . .) told a joke. You didn't understand it. Did you laugh anyway?

☐ Exercise 19. Warm-up. (Chart 17-5)

Check (✓) the sentences that show contrast (i.e., show that "this" is the opposite of "that").

1. ____ I am a vegetarian, while my husband is a meat-eater.
2. ____ While I was shopping, I ran into some friends from high school.
3. ____ While some people prefer hot weather, I prefer cooler climates.

17-5 Showing Direct Contrast: *While*

(a) Mary is rich, ***while** John is poor.* (b) John is poor, ***while** Mary is rich.* (c) ***While** John is poor,* Mary is rich. (d) ***While** Mary is rich,* John is poor.	***While*** is used to show direct contrast: "this" is exactly the opposite of "that."* Examples (a), (b), (c), and (d) all have the same meaning. Note the use of the comma in (a) and (b): In using ***while*** for direct contrast, a comma is often used even if the *while*-clause comes second (unlike the punctuation of most other adverb clauses).
COMPARE: (e) The phone rang ***while** I was studying.*	REMINDER: ***While*** is also used in time clauses and means "during that time," as in (e). See Chart 17-2.

*****Whereas*** can have the same meaning and use as ***while,*** but it occurs mostly in formal written English and occurs with considerably less frequency than ***while:*** *Mary is rich, **whereas** John is poor.*

☐ Exercise 20. Looking at grammar. (Chart 17-5)

Choose the best completion for each sentence.

1. Some people are tall, while others are ____.
   a. intelligent
   b. thin
   [✓ c.] short
   d. large

2. A box is square, while ____.
   a. a rectangle has four sides
   b. my village has a town square in the center
   c. we use envelopes for letters
   d. a circle is round

3. While some parts of the world get an abundance of rain, others ____.
   a. are warm and humid
   b. are cold and wet
   c. get little or none
   d. get a lot

4. In some nations the favorite beverage is coffee, while ____.
   a. I like tea
   b. it has caffeine
   c. in others it is tea
   d. they drink tea

5. Some people like cream and sugar in their coffee, while ____.
   a. others like it black
   b. others drink hot coffee
   c. milk is good in coffee too
   d. sugar can cause cavities

6. Steve is an interesting storyteller and conversationalist, while his brother ____.
   a. is a newspaper reporter
   b. bores other people by talking about himself all the time
   c. has four children
   d. knows a lot of stories too

☐ **Exercise 21. Let's talk.** (Chart 17-5)

Ask two classmates to complete each sentence. Share some of their completions with the class.

Example: Some people are talkative, while . . . .
→ *Some people are talkative, while others are quiet.*
→ *While some people are talkative, others are quiet.*

1. Some people have curly hair, while . . . .
2. Some people prefer to live in the country, while . . . .
3. While some people know only their native language, ...
4. The climate at sea level at the equator is always hot, while the climate at the North and South poles . . . .
5. Some people . . . , while . . . .
6. Some countries . . . , while . . . .

☐ **Exercise 22. Warm-up.** (Chart 17-6)

Check (✓) the sentence with ***if*** that is grammatically correct.

1. ____ If I will need help, I will ask you.
2. ____ If I need help, I will ask you.
3. ____ If I will need help, I ask you.

17-6 Expressing Conditions in Adverb Clauses: *If*-Clauses

(a) ***If it rains tomorrow,*** I ***will take*** my umbrella.	*If*-clauses (also called "adverb clauses of condition") present possible conditions. The main clause expresses RESULTS. In (a): POSSIBLE CONDITION = *it may rain tomorrow* RESULT = *I will take my umbrella* A present tense, not a future tense, is used in an *if*-clause even though the verb in the *if*-clause may refer to a future event or situation, as in (a).*

Words that introduce adverb clauses of condition (*if*-clauses)

if
whether or not
even if
in case
unless
only if

---

*See Chapter 20 for uses of other verb forms in sentences with *if*-clauses.

☐ **Exercise 23. Looking at grammar.** (Chart 17-6)

Make sentences with ***if*** using the given conditions.

Example: It may be cold tomorrow.
→ *If it's cold tomorrow, I'm going to stay home.*
→ *We can't go on a picnic if it's cold tomorrow.*

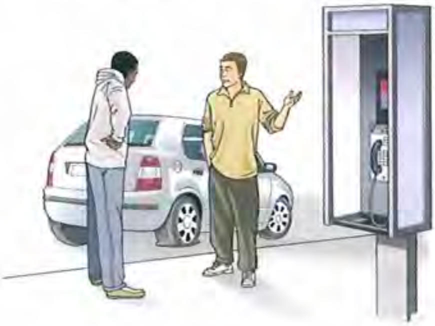
1. The teacher may not be in class tomorrow.
2. You will stay up until two in the morning.
3. Maybe the sun will be shining when you get up tomorrow morning.
4. Predictions about global warming may be correct.
5. Think of something that may happen this year in world politics.

☐ Exercise 24. Warm-up. (Chart 17-7)

Check (✓) the sentences that logically follow the question and are grammatically correct.

Do you have your cell phone with you?

1. ____ If you do, could I use it?
2. ____ If so, could I use it?
3. ____ If not, I can use the pay phone.
4. ____ If you don't, I can use the pay phone.
5. ____ If you are, could I use it?



17-7 Shortened *If*-Clauses

(a) Are you a student? *If so / If you are,* the ticket is half-price. *If not / If you aren't,* the ticket is full price.	When an *if*-clause refers to the idea in the sentence immediately before it, it is sometimes shortened. In (a): ***If so / If you are*** = *If you are a student* ***If not / If you aren't*** = *If you aren't a student*
(b) It's a popular concert. Do you have a ticket? *If so / If you do,* you're lucky. *If not / If you don't,* you're out of luck.	In (b): ***If so / If you do*** = *If you have a ticket* ***If not / If you don't*** = *If you don't have a ticket*

☐ Exercise 25. Looking at grammar. (Chart 17-7)

First, complete the sentences in two ways:

a. Use ***so*** or ***not***.
b. Use a helping verb or main verb ***be***.

Second, give the full meaning of the shortened *if*-clause.

1. Does Lisa want to go out to dinner with us?

   a. If ____ *so* ____, tell her to meet us at 8:00.

   b. If she ____ *does* ____, tell her to meet us at 8:00.

   → *Meaning: if Lisa wants to go out to dinner with us*

2. Are you free this weekend?

   a. If __________, do you want to go to a movie?

   b. If you __________, do you want to go to a movie?

3. Do you have a ride to the theater?

   a. If __________, would you like to ride with us?

   b. If you __________, would you like to ride with us?

4. Are you coming to the meeting?
   a. If __________, I'll see you there.
   b. If you __________, I'll see you there.

5. Did you use a spellcheck on your email to me?
   a. If __________, it didn't catch all the spelling errors.
   b. If you __________, it didn't catch all the spelling errors.

6. We need some rice. Can you stop at the store on your way home today?
   a. If __________, I'll do it.
   b. If you __________, I'll do it.

☐ Exercise 26. Warm-up. (Chart 17-8)

Check (✓) all the sentences that are true for David.

SITUATION: If David gets married, he will be happy. If he doesn't get married, he will be happy.

1. ____ David will be happy if he doesn't get married.
2. ____ If he gets married, David won't be happy.
3. ____ Even if David gets married, he won't be happy.
4. ____ Even if David doesn't get married, he will be happy.
5. ____ David will be happy whether or not he gets married.
6. ____ Whether or not David gets married, he will be happy.

17-8 Adverb Clauses of Condition: Using *Whether Or Not* and *Even If*

Whether or not	
(a) I'm going to go swimming tomorrow *whether or not it is cold.* OR *whether it is cold or not.*	***Whether or not*** expresses the idea that neither this condition nor that condition matters; the result will be the same. In (a): "If it is cold, I'm going swimming. If it is not cold, I'm going swimming. I don't care about the temperature. It doesn't matter."
Even if	
(b) I have decided to go swimming tomorrow. *Even if the weather is cold,* I'm going to go swimming.	Sentences with ***even if*** are close in meaning to those with ***whether or not***. ***Even if*** gives the idea that a particular condition does not matter. The result will not change.

☐ Exercise 27. Looking at grammar. (Chart 17-8)

Choose the sentence (a. or b.) that has the same meaning as the given sentence.

1. Even if I get an invitation to the reception, I'm not going to go.
   a. I won't go to the reception without an invitation.
   [✓ b.] I don't care if I get an invitation. I'm not going.

2. Even if the weather improves, I won't go to the beach.
   a. I'm going to the beach if the weather improves.
   b. I don't care if the weather improves. I'm not going to the beach.

3. Whether or not you want help, I plan to be at your house at 9:00.
   a. I'm going to help you because I think you need help.
   b. I'm going to help you because you want me to.

4. I won't tell even if someone pays me.
   a. I won't tell whether or not someone gives me money.
   b. If someone pays me enough money, I will tell.

5. Even if John apologizes, I won't forgive him!
   a. John needs to apologize for me to forgive him.
   b. I don't care if John apologizes. It doesn't matter.

6. I have to go to work tomorrow whether I feel better or not.
   a. Whether I go to work or not depends on how I feel.
   b. I'm going to work tomorrow no matter how I feel.

☐ Exercise 28. Looking at grammar. (Chart 17-8)

Use the given information to complete sentences a. and b.

SITUATION 1: *Usually people need to graduate from school to get a good job. But it's different for Ed. Maybe Ed will graduate from school, and maybe he won't. It doesn't matter because he has a good job waiting for him in his father's business.*

a. Ed will get a good job whether or not . . . .
   → *Ed will get a good job whether or not he graduates.*
b. Ed will get a good job even if . . . .
   → *Ed will get a good job even if he doesn't graduate.*

SITUATION 2: *Cindy's uncle tells a lot of jokes. Sometimes they're funny, and sometimes they're not. It doesn't matter.*

a. Cindy laughs at the jokes whether . . . or not.
b. Cindy laughs at the jokes even if . . . .

SITUATION 3: *Maybe you are finished with the exam, and maybe you're not. It doesn't matter. The time is up.*

a. You have to hand in your examination paper whether . . . or not.
b. You have to hand in your examination paper even if . . . .

SITUATION 4: *It might snow, or it might not. We don't want to go camping in the snow, but it doesn't matter.*

a. We're going to go camping in the mountains whether . . . or not.
b. We're going to go camping in the mountains even if . . . .

SITUATION 5: *Max's family doesn't have enough money to send him to college. He would like to get a scholarship, but it doesn't matter because he's saved some money to go to school and has a part-time job.*

a. Max can go to school whether or not . . . .
b. Max can go to school even if . . . .

SITUATION 6: *Sometimes the weather is hot, and sometimes the weather is cold. It doesn't matter. My grandfather always wears his gray sweater.*

a. My grandfather wears his gray sweater whether or not . . . .
b. My grandfather always wears his gray sweater even if . . . .

SITUATION 7: *Your approval doesn't matter to me.*

a. I'm going to marry Harry whether . . . or not.
b. I'm going to marry Harry even if . . . .

☐ **Exercise 29. Warm-up.** (Chart 17-9)
Choose the sentence (1. or 2.) that has the same meaning as the given sentence.

If by chance you have trouble, you can reach me at this number.

1. In case you have trouble, you can reach me at this number.
2. When you have trouble, you can reach me at this number.

17-9 Adverb Clauses of Condition: Using *In Case*

(a) I'll be at my uncle's house *in case you (should) need to reach me.*	***In case*** expresses the idea that something probably won't happen, but it might. ***In case*** means "if by chance this should happen." NOTE: Using ***should*** in an adverb clause emphasizes the speaker's uncertainty that something will happen.

☐ **Exercise 30. Looking at grammar.** (Chart 17-9)
Combine each pair of sentences. Begin your new sentence with ***In case.***

1. You probably won't need to get in touch with me, but maybe you will. If so, I'll give you my phone number.
   → *In case you (should) need to get in touch with me, I'll give you my phone number.*

2. You probably won't need to see me, but maybe you will. If so, I'll be in my office tomorrow morning around ten.

3. I don't think you need any more information, but maybe you do. If so, you can call me.

4. You probably don't have any more questions, but maybe you do. If so, ask Dr. Smith.

5. Russ probably won't call, but maybe he will. If so, please tell him that I'm at the library.

6. You will probably be satisfied with your purchase, but maybe not. If not, you can return it to the store.

☐ Exercise 31. Looking at grammar. (Charts 17-8 and 17-9)

Complete the sentences with your own words. Work in pairs, in small groups, or as a class.

1. I have my umbrella with me just in case . . . .
2. It's a good idea for you to keep a written record of your credit card numbers in case . . . .
3. Our boss doesn't accept illness as an excuse for missing work. We have to go to work even if . . . .
4. I think I'd better clean up the apartment in case . . . .
5. Are you planning to apply for a scholarship? If so, ...
6. Do you have to work this Saturday? If not, ...

☐ Exercise 32. Warm-up. (Chart 17-10)

Choose the logical completions.

1. I'll be at work on time tomorrow if there (*is, isn't*) a lot of heavy traffic.
2. I'll be at work on time tomorrow unless there (*is, isn't*) a lot of heavy traffic.
3. We'll have the party outside unless it is (*rainy, sunny*).
4. We'll have the party inside unless it is (*rainy, sunny*).

17-10 Adverb Clauses of Condition: Using *Unless*

(a) I'll go swimming tomorrow *unless it's cold.* (b) I'll go swimming tomorrow *if it isn't cold.*	***unless* = *if . . . not*** In (a): *unless it's cold* means "if it isn't cold." Examples (a) and (b) have the same meaning.

☐ Exercise 33. Looking at grammar. (Chart 17-10)

Make sentences with the same meaning as the given sentences. Use ***unless***.

1. I will go to the zoo if it isn't cold.
   → *I will go to the zoo unless it's cold.*
2. You can't travel abroad if you don't have a passport.
3. You can't get a driver's license if you're not at least sixteen years old.
4. If I don't get some new batteries for my camera, I won't be able to take pictures when Laura and Rob get here.
5. You'll get hungry during class if you don't eat breakfast.

☐ Exercise 34. Looking at grammar. (Chart 17-10)

Complete the sentences with your own words. Work in pairs, in small groups, or as a class.

1. Your letter won't be delivered unless . . . .
   → *Your letter won't be delivered unless it has the correct postage.*
2. I'm sorry, but you can't see the doctor unless . . . .

3. I can't graduate from school unless . . . .
4. . . . unless you put it in the refrigerator.
5. Unless it rains, ...
6. Certain species of animals will soon become extinct unless . . . .
7. . . . unless I get a raise in salary.
8. Tomorrow I'm going to . . . unless . . . .
9. The political situation in . . . will continue to worsen unless . . . .
10. Unless you . . . .

☐ Exercise 35. Warm-up. (Chart 17-11)

Answer the questions about Scott.

SITUATION: Scott closes his bedroom window at night only if it's raining hard.

1. Does Scott close his bedroom window if the temperature is below freezing?
2. Does Scott close his bedroom window if it's windy outside?
3. Does Scott close his bedroom window if there's a light rain?
4. Does Scott close his bedroom window if there is a heavy rain?

17-11 Adverb Clauses of Condition: Using *Only If*

(a) The picnic will be canceled *only if it rains*. If it's windy, we'll go on the picnic. If it's cold, we'll go on the picnic. If it's damp and foggy, we'll go on the picnic. If it's unbearably hot, we'll go on the picnic.	***Only if*** expresses the idea that there is only one condition that will cause a particular result.
(b) *Only if* it rains *will the picnic be canceled*.	When ***only if*** begins a sentence, the subject and verb of the main clause are inverted, as in (b).* No commas are used.

---

*Other subordinating conjunctions and prepositional phrases preceded by ***only*** at the beginning of a sentence require subject-verb inversion in the main clause:

Only when *the teacher dismisses us* ***can we stand*** *and* ***leave*** *the room.*
Only after *the phone rang* ***did I realize*** *that I had fallen asleep in my chair.*
Only in *my hometown* ***do I feel*** *at ease.*

☐ Exercise 36. Looking at grammar. (Chart 17-11)

Check (✓) the sentences that are true for this situation.

SITUATION: You can take Saturday off only if you work Thursday.

1. ____ You must work Thursday if you want Saturday off.
2. ____ You can take Saturday off if you work another day of your choice.
3. ____ If you work Thursday, you don't have to work Saturday.
4. ____ You can work Thursday, but it's not a requirement if you want Saturday off.

❑ Exercise 37. Looking at grammar. (Chart 17-11)

Part I. Read the situations and complete the sentences. Work in pairs, in small groups, or as a class.

SITUATION 1: *John must take an additional science class in order to graduate. That is the only condition under which he can graduate. If he doesn't take an additional science class, he can't graduate.*

He can graduate only if . . . .
→ *He can graduate only if he takes an additional science class.*

SITUATION 2: *You have to have an invitation in order to go to the party. That is the only condition under which you will be admitted. If you don't have an invitation, you can't go.*

You can go to the party only if . . . .

SITUATION 3: *You have to have a student visa in order to study here. Unless you have a student visa, you can't go to school here.*

You can attend this school only if . . . .

SITUATION 4: *Jimmy's mother doesn't want him to chew gum, but sometimes he chews it anyway.*

Jimmy . . . only if he's sure his mother won't find out.

SITUATION 5: *If you want to go to the movie, we'll go. If you don't want to go, we won't go.*

We . . . only if you want to.

SITUATION 6: *The temperature has to reach 32°F / 0°C before water will freeze.*

Water will freeze only if . . . .

SITUATION 7: *You must study hard. Then you will pass the exam.*

Only if you study hard . . . .

SITUATION 8: *You have to have a ticket. Then you can get into the soccer stadium.*

Only if you have a ticket . . . .

SITUATION 9: *His parents make Steve finish his homework before he can watch TV in the evening.*

Only if Steve's homework is finished . . . .

SITUATION 10: *I have to get a job. Then I will have enough money to go to school.*

Only if I get a job . . . .

Part II. Complete the sentences with your own words.

1. Yes, Paul, I will marry you — but only if . . . .
2. I . . . only if . . . .
3. Only if . . . .

☐ Exercise 38. Looking at grammar. (Charts 17-10 and 17-11)

Make sentences with the same meaning as the given sentences. Use ***only if*** and ***unless***.

1. If you don't study hard, you won't pass the test.
   → *You will pass the test only if you study hard.*
   → *You won't pass the test unless you study hard.*
2. If I don't get a job, I can't pay my bills.
3. Your clothes won't get clean if you don't use soap.
4. I can't take any pictures if the flash doesn't work.
5. I don't wake up if the alarm clock doesn't ring.
6. If eggs aren't kept at the proper temperature, they won't hatch.
7. Don't borrow money from friends if you don't absolutely have to.
8. Anita doesn't talk in class if the teacher doesn't ask her specific questions.

☐ Exercise 39. Looking at grammar. (Charts 17-6 → 17-11)

Combine these two sentences using the words below the example.

It may or may not rain. The party will be held inside/outside.

Example: if
→ *If it rains, the party will be held inside.*
→ *If it doesn't rain, the party will be held outside.*

1. even if
2. whether or not
3. in case
4. unless
5. only if

☐ Exercise 40. Reading and grammar. (Chapter 17)

Part I. Read the passage about the ways people learn.

How Do People Learn Best?

How do people learn best? There is not one answer because much depends on individual learning styles and needs. Over 300 years ago, however, the noted inventor Benjamin Franklin made some observations regarding learning that still hold true for a great many learners today: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin

Imagine that you are learning how to fold a paper airplane. The person teaching you presents the information verbally. She begins by saying:

Take a piece of paper.
Fold it in half.
Open the paper.
Look at the crease in the middle.
Now take one corner and fold it down along the crease.

The instructions continue this way. How well are you going to learn how to fold a paper airplane?

Now imagine that your instructor is standing before you with paper and gives the directions while folding the paper herself. Will this help you more?

Finally, imagine that both you and your instructor have paper. Each time she gives you instructions, both you and she fold your own papers.

Of the three methods, which one will be the most effective in helping you learn how to fold a paper airplane?

It's interesting to think about Benjamin Franklin's quote in relation to learning English. How do you learn English best? Is "being told" effective for you? What about "being taught"? How about "being involved"?

Part II. Think about your experiences learning English vocabulary and complete the sentences with your own words. Punctuate carefully.

1. I remember new words best when ______________________________
2. I often forget the meanings of new words unless ______________________________
3. Even if I ______________________________
4. I ______________________________ only if ______________________________
5. If you want to increase your vocabulary, ______________________________
____
6. If teachers want to help their class learn new vocabulary, they ______________________________
____
7. Although ______________________________
____
8. When I am involved in my learning, I feel ______________________________
____

Chapter 18

Reduction of Adverb Clauses to Modifying Adverbial Phrases

☐ **Exercise 1. Warm-up.** (Charts 18-1 and 18-2)
Check (✓) the sentences that are grammatically correct.

1. ____ While sitting at my desk, I fell asleep.
2. ____ While I was sitting at my desk, I fell asleep.
3. ____ While was sitting at my desk, I fell asleep.
4. ____ Before I went into the theater, I turned off my cell phone.
5. ____ Before go into the theater, I turned off my cell phone.
6. ____ Before going into the theater, I turned off my cell phone.

18-1 Introduction

(a) Adverb clause:	***While I was walking** to class,* I ran into an old friend.	In Chapter 13, we discussed changing adjective clauses to modifying phrases. (See Chart 13-11, p. 294.) Some adverb clauses may also be changed to modifying phrases, and the ways in which the changes are made are the same: • If there is a ***be*** form of the verb, omit the subject of the dependent clause and ***be*** verb, as in (b). OR • If there is no ***be*** form of a verb, omit the subject and change the verb to ***-ing***, as in (d).
(b) Modifying phrase:	*While **walking** to class,* I ran into an old friend.	
(c) Adverb clause:	*Before **I left** for work,* I ate breakfast.	
(d) Modifying phrase:	*Before **leaving** for work,* I ate breakfast.	
(e) Change possible:	*While **I** was sitting in class, **I*** fell asleep. *While sitting in class, **I*** fell asleep.	An adverb clause can be changed to a modifying phrase **only when the subject of the adverb clause and the subject of the main clause are the same.** A *modifying adverbial phrase* that is the reduction of an adverb clause *modifies the subject* of the main clause.
(f) Change possible:	*While **Ann** was sitting in class, **she*** fell asleep. (clause) *While sitting in class, **Ann*** fell asleep.	
(g) No change possible:	*While **the teacher** was lecturing to the class, **I*** fell asleep.*	No reduction (i.e., change) is possible if the subjects of the adverb clause and the main clause are different, as in (g).
(h) *INCORRECT:*	~~While watching TV last night,~~ the phone rang.	In (h): *While watching* is called a "dangling modifier" or a "dangling participle," i.e., a modifier that is incorrectly "hanging alone" without an appropriate noun or pronoun subject to modify.

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* *While lecturing to the class, **I** fell asleep* means "While ***I*** was lecturing to the class, ***I*** fell asleep."

☐ Exercise 2. Looking at grammar. (Chart 18-1)

Check (✓) the sentences that are grammatically correct.

1. ____ While sitting at my computer, the fire alarm went off.
2. __✓__ While sitting at my computer, I heard the fire alarm go off.
3. ____ While standing on the top floor of the building, the crowd below looked like ants.
4. ____ While standing on the top floor of the building and looking down, Patrick suddenly felt dizzy.
5. ____ Before getting up, Mary likes to lie in her warm bed and plan her day.
6. ____ Before getting up, Mary's alarm clock went off three times by accident.
7. ____ While working on his new novel, William found himself telling the story of his childhood.
8. ____ After standing in line for hours to buy concert tickets, the theater manager told us the concert was sold out.

18-2 Changing Time Clauses to Modifying Adverbial Phrases

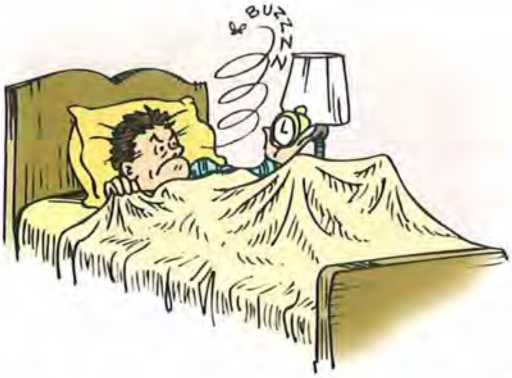
(a) Clause: ***Since Maria came*** *to this country,* she has made many friends. (b) Phrase: ***Since coming*** *to this country,* Maria has made many friends.	Adverb clauses beginning with ***after***, ***before***, ***while***, and ***since*** can be changed to modifying adverbial phrases.
(c) Clause: ***After he (had) finished*** *his homework,* Peter went to bed. (d) Phrase: ***After finishing*** *his homework,* Peter went to bed. (e) Phrase: ***After having finished*** *his homework,* Peter went to bed.	In (c): There is no difference in meaning between *After he finished* and *After he had finished.* (See Chart 3-5, p. 50.) In (d) and (e): There is no difference in meaning between *After finishing* and *After having finished.*
(f) Phrase: Peter went to bed ***after finishing*** *his homework.*	The modifying adverbial phrase may follow the main clause, as in (f).

☐ Exercise 3. Looking at grammar. (Charts 18-1 and 18-2)

Underline the subject of the adverb clause and the subject of the main clause in each sentence. Change the adverb clauses to modifying adverbial phrases if possible.

1. While Joe was driving to school yesterday, he had an accident.
   → *While driving to school yesterday, Joe had an accident.*
2. While Joe was watching TV last night, the telephone rang. (*no change*)
3. Before I came to class, I had a cup of coffee.
4. Before the student came to class, the teacher had already given a quiz.
5. Since I came here, I have learned a lot of English.
6. Since Alberto opened his new business, he has been working 16 hours a day.
7. Omar left the house and went to his office after he (had) finished breakfast.

8. Before the waiter came to our table, I had already made up my mind to order shrimp.
9. You should always read a contract before you sign your name.
10. While Jack was trying to sleep last night, a mosquito kept buzzing in his ear.



11. While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below.
12. After I heard Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.

☐ Exercise 4. Let's talk: interview. (Chart 18-2)

Ask two classmates each question. Ask them to answer in complete sentences. Share some of their answers with the class.

What do you do . . .

1. before going to bed?
2. after waking up?
3. after arriving at school?
4. while sitting in class?
5. before leaving school for the day?
6. while preparing for a difficult exam?

☐ Exercise 5. Warm-up. (Charts 18-3 and 18-4)

Read the sentences and answer the questions.

1. Hiking through the woods yesterday, Alan saw a bear.
   QUESTION: Who was hiking through the woods?
2. Walking through the woods, the bear spotted Alan.
   QUESTION: Who was walking through the woods?

18-3 Expressing the Idea of "During the Same Time" in Modifying Adverbial Phrases

(a) *While I was walking* down the street, *I* ran into an old friend. (b) *While walking* down the street, *I* ran into an old friend.	Sometimes ***while*** is omitted, but the ***-ing*** phrase at the beginning of the sentence gives the same meaning (i.e., "during the same time").
(c) *Walking* down the street, *I* ran into an old friend.	Examples (a), (b), and (c) have the same meaning.

18-4 Expressing Cause and Effect in Modifying Adverbial Phrases

(a) *Because she needed* some money to buy a book, *Sue* cashed a check. (b) *Needing* some money to buy a book, *Sue* cashed a check. (c) *Because he lacked* the necessary qualifications, *he* was not considered for the job. (d) *Lacking* the necessary qualifications, *he* was not considered for the job.	Often an ***-ing*** phrase at the beginning of a sentence gives the meaning of "because." Examples (a) and (b) have the same meaning. ***Because*** is not included in a modifying phrase. It is omitted, but the resulting phrase expresses a cause-and-effect relationship, as in (b) and (d).
(e) *Having seen* that movie before, *I don't want* to go again. (f) *Having seen* that movie before, *I didn't want* to go again.	***Having*** + *past participle* gives the meaning not only of "because" but also of "before."
(g) *Because she was unable* to afford a car, *she* bought a bicycle. (h) *Being unable* to afford a car, *she* bought a bicycle. (i) *Unable* to afford a car, *she* bought a bicycle.	A form of ***be*** in the adverb clause may be changed to ***being***. The use of ***being*** makes the cause-and-effect relationship clear. Examples (g), (h), and (i) have the same meaning.

☐ Exercise 6. Looking at grammar. (Charts 18-3 and 18-4)

Underline the modifying adverbial phrases and discuss their meanings. Which ones give the meaning of "because"? Which ones give the meaning of "while"? Do some of the sentences give the idea of both?

1. Driving to my grandparents' house last night, I saw a young woman who was selling flowers. I stopped so that I could buy some for my grandmother. (*Meaning* = "while")
2. Being a widow with three children, Mrs. Romero has no choice but to work.
3. Sitting on the airplane and watching the clouds pass beneath me, I let my thoughts wander to the new experiences that were in store for me during the next two years of living abroad.
4. Having guessed at the answers for most of the test, I did not expect to get a high score.
5. Realizing that I had made a dreadful mistake when I introduced him as George Johnson, I walked over to him and apologized. I know his name is John George.
6. Tapping his fingers loudly on the airline counter, Todd made his impatience known.
7. Having broken her arm in a fall, Elena had to learn to write with her left hand.
8. Lying on her bed in peace and quiet, Lisa soon forgot her troubles.

☐ Exercise 7. Looking at grammar. (Chart 18-4)

Change the adverb clauses to modifying adverbial phrases.

1. Because Sam didn't want to hurt her feelings, he didn't tell her the bad news.
   → *Not wanting to hurt her feelings, Sam didn't tell her the bad news.*
2. Because the little boy believed no one loved him, he ran away from home.
3. Because I had forgotten to bring a pencil to the examination, I had to borrow one.
4. Because Chelsea is a vegetarian, she does not eat meat.

☐ Exercise 8. Looking at grammar. (Charts 18-2 → 18-4)

Choose all the possible answers for each sentence.

1. Before _____ to you, I had never understood that formula.
   a. talked [✓ b. talking] [✓ c. I talked]
2. After _____ the chapter four times, I finally understood the author's theory.
   a. I read b. read c. reading
3. Since _____ his bachelor's degree, he has had three jobs, each one better than the last.
   a. he completed b. completing c. completed
4. _____ across Canada, I could not help being impressed by the great differences in terrain.
   a. Traveling b. While I was traveling c. While traveling
5. _____ national fame, the union leader had been an electrician in a small town.
   a. Before gaining b. Gaining c. Before he gained
6. _____ in an airplane before, the little girl was surprised and a little frightened when her ears popped.
   a. Had never flown b. Having never flown c. Because she had never flown
7. Before _____ vice-president of marketing and sales, Peter McKay worked as a sales representative.
   a. became b. becoming c. he became
8. _____ the cool evening breeze and listening to the sounds of nature, we lost track of time.
   a. Because enjoying b. Enjoying c. We were enjoying
9. _____ to spend any more money this month, Jim decided against going to a restaurant for lunch. He made himself a sandwich instead.
   a. Not wanting b. Because he didn't want c. Because not wanting

☐ Exercise 9. Looking at grammar. (Charts 18-3 and 18-4)

If possible, combine each pair of sentences by making a modifying phrase out of the first sentence.

1. The children had nothing to do. They were bored.
   → *Having nothing to do, the children were bored.*
2. The children were bored. I offered to play a game with them. (*no change*)
3. Anna kept one hand on the steering wheel. She paid the bridge toll with her free hand.
4. Anna kept one hand on the steering wheel. Bob put the money for the bridge toll in her free hand.
5. I heard that Nadia was in the hospital. I called her family to find out what was wrong.
6. We slowly approached the door to the hospital. The nurse stepped out to help us.
7. I live a long distance from my work. I have to commute daily by train.
8. Abdul lives a long distance from his work. His car is essential.
9. I am a married man. I have many responsibilities.
10. Martha was picking strawberries in the garden. A bumblebee stung her.
11. I recognized his face, but I had forgotten his name. I just smiled and said, "Hi."
12. Ann was convinced that she could never learn to play the piano. She stopped taking lessons.

☐ Exercise 10. Game. (Charts 18-3 and 18-4)

Work in teams. Make sentences by combining the ideas in Column A and Column B. Use the idea in Column A as a modifying adverbial phrase. Show logical relationships. The first group to combine all the ideas correctly is the winner.

Example: Having sticky pads on their feet, flies can easily walk on the ceiling.

Column A

1. They have sticky pads on their feet.
2. She has done very well in her studies.
3. She was born two months prematurely.
4. He had done everything he could for the patient.
5. She had never eaten Thai food before.
6. He had no one to turn to for help.
7. They are extremely hard and nearly indestructible.
8. They are able to crawl into very small places.

Column B

a. Marta didn't know what to expect when she went to the Thai restaurant for dinner.
b. Mice can hide in almost any part of a house.
c. Sayid was forced to work out the problem by himself.
d. The doctor left to attend other people.
e. Nancy expects to be hired by a top company after graduation.
f. Diamonds are used extensively in industry to cut other hard minerals.
✓g. Flies can easily walk on the ceiling.
h. Monique needed special care for the first few days of her life.

☐ Exercise 11. Looking at grammar. (Charts 18-1 → 18-4)

Check (✓) the sentences that are grammatically correct. Rewrite the incorrect sentences.

1. __✓__ After leaving the theater, we stopped at a coffee shop for a late-night snack.

2. ____ After leaving the theater, Tom's car wouldn't start, so we had to take a taxi home.
→ *After we left the theater, Tom's car wouldn't start, so we had to take a taxi home.*
→ *After leaving the theater, we discovered that Tom's car wouldn't start, so we took a taxi home.*

3. ____ Not wanting to interrupt the conversation, I stood quietly and listened until I could have a chance to talk.

4. ____ Being too young to understand death, my mother gave me a simple explanation of where my grandfather had gone.

5. ____ When asked to explain his mistake, the new employee cleared his throat nervously.

6. ____ While working in my office late last night, someone suddenly knocked loudly at my door and nearly scared me to death!

7. ____ After hurrying to get ready for the picnic, it began to rain just as we were leaving.

8. ____ While walking across the street at a busy intersection, a truck nearly hit me.

☐ Exercise 12. Warm-up. (Chart 18-5)

Which sentences have the same meaning?

1. When Sharon heard the news of her friend's death, she began to cry.
2. Upon hearing the news of her friend's death, Sharon began to cry.
3. On hearing the news of her friend's death, Sharon began to cry.

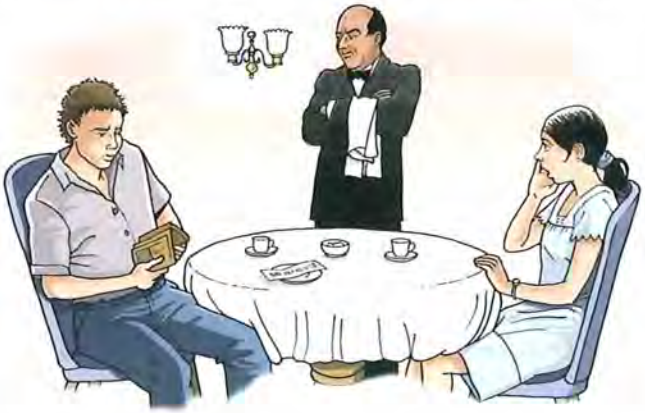
18-5 Using *Upon* + *-ing* in Modifying Adverbial Phrases

(a) *Upon reaching* the age of 21, I received my inheritance. (b) *When I reached* the age of 21, I received my inheritance.	Modifying adverbial phrases beginning with ***upon*** + ***-ing*** usually have the same meaning as adverb clauses introduced by ***when***. Examples (a) and (b) have the same meaning.
(c) *On reaching* the age of 21, I received my inheritance.	***Upon*** can be shortened to ***on***. Examples (a), (b), and (c) all have the same meaning.

☐ Exercise 13. Looking at grammar. (Chart 18-5)

Make sentences using ***upon*** + ***-ing***.

1. When Carl saw his wife and child get off the airplane, he broke into a big smile.
   → *Upon seeing his wife and child get off the airplane, Carl broke into a big smile.*
2. When Tina crossed the marathon finish line, she fell in exhaustion.
3. When I looked in my wallet, I saw I didn't have enough money to pay my restaurant bill.



4. Sam found that he had made a math error when he re-read the data.
5. When you finish the examination, bring your paper to the front of the room.
6. There must have been 300 students in the room on the first day of class. The professor slowly read through the list of names. When I heard my name, I raised my hand to identify myself.
7. Captain Cook had been sailing for many weeks with no land in sight. Finally, one of the sailors shouted, "Land ho!" When he heard this, Cook grabbed his telescope and searched the horizon.

☐ Exercise 14. Looking at grammar. (Charts 18-1 → 18-5)

Change the adverb clause in each sentence to a modifying adverbial phrase if possible. Change punctuation, capitalization, and word order as necessary.

1. After it spends some time in a cocoon, a caterpillar will emerge as a butterfly.
   → *After spending some time in a cocoon, a caterpillar will emerge as a butterfly.*
2. When the movie started, it suddenly got very quiet inside the theater. (*no change*)
3. When we entered the theater, we handed the usher our tickets.
   → *Upon entering the theater, we handed the usher our tickets.*
4. Because I was unprepared for the test, I didn't do well.
   → *Being unprepared for the test, I didn't do well.* OR *Unprepared for the test, I didn't do well.*
5. Before I left on my trip, I checked to see what shots I would need.
6. Jane's family hasn't received any news from her since she arrived in Kenya two weeks ago.
7. Because I hadn't understood the directions, I got lost.
8. My father reluctantly agreed to let me attend the game after he had talked it over with my mother.
9. When I discovered I had lost my key to the apartment, I called the building superintendent.
10. Because the forest area is so dry this summer, it is prohibited to light campfires.
11. After we had to wait for more than half an hour, we were finally seated at the restaurant.

☐ Exercise 15. Let's talk. (Chapter 18)

Work in small groups. Imagine your friend is traveling to a foreign country and has never been abroad before. Give advice by making several suggestions for each item.

1. Before leaving on your trip, . . .
   → *you'll need to get a visa.*
   → *you should find out if you need immunizations.*
   → *give a friend or family member your itinerary.*
   → *don't forget to have someone pick up your mail.*
2. Upon arriving at the airport, . . .
3. After getting to your destination, . . .
4. When talking with the local people, . . .
5. While visiting tourist sites, . . .
6. Before leaving for home, . . .
7. In general, when traveling to a foreign country, . . .

☐ Exercise 16. Listening. (Chapter 18)

Listen to each conversation. Choose the sentence (a. or b.) that has the same meaning.

CD 2
Track 26

Example: You will hear: A: William, don't forget to pick up some groceries after work.
B: Oh yeah, thanks. That's the first thing I'll do when I leave the office.

You will choose: [✓ a.] After leaving work, William will stop at the grocery store.
b. Before leaving work, William will pick up some groceries.

1. a. Fearing people will laugh at her if she plays the piano, Rose doesn't want to play at the family gathering.
   b. Knowing she plays beautifully, Rose is happy to play the piano at the family gathering.

2. a. Not wanting to upset him, Jan isn't going to talk to Thomas this afternoon.
   b. Hoping to change Thomas' work behavior, Jan is going to talk to him this afternoon.

3. a. Upon finding her wedding ring, Susan hid it in a box.
   b. On finding her wedding ring, Susan felt relieved.

4. a. Never having voted in an election, Sam is taking it very seriously.
   b. Having done a lot of research before choosing a candidate, Sam voted in the presidential election.

☐ Exercise 17. Reading and grammar. (Chapter 18)

Part I. Read the passage and underline the modifying adverbial phrases.

The First Telephone

Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." Upon hearing words coming from the machine, Watson immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After successfully testing the new machine again and again, Bell confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Believing the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

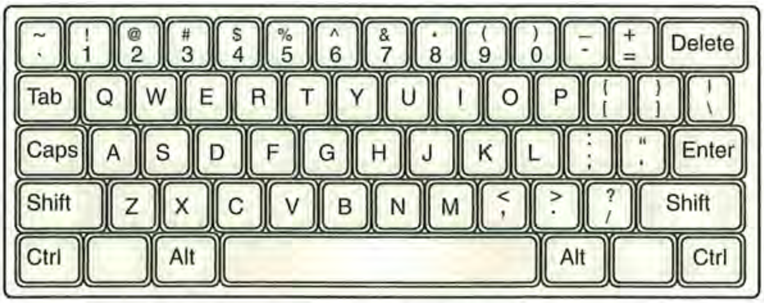
Part II. Read the statements. Circle "T" for true and "F" for false.

1. Bell was testing a machine when Watson made a discovery. T F
2. Watson heard words coming from the machine. T F
3. Watson tested the new device again and again. T F
4. Bell announced his phone was a toy. T F

☐ Exercise 18. Listening. (Chapter 18)

CD 2
Track 27

Part I. Look at the picture of the keyboard while listening to the lecture.



QWERTY keyboard

Part II. Read the statements. Circle "T" for true and "F" for false.

1. While working on a typewriter design, Sholes came up up with more than one pattern for the keyboard. T F
2. Upon discovering that the keys hit one another if the letters were in alphabetical order, Sholes developed a keyboard called "QWERTY." T F
3. Needing a keyboard that allowed typists to type letters as rapidly as possible, Sholes decided his design would be the best choice. T F
4. Having a long history of successful use, QWERTY is not likely to be replaced any time soon. T F

Chapter 19

Connectives That Express Cause and Effect, Contrast, and Condition

☐ **Exercise 1. Warm-up.** (Chart 19-1)
Which sentences express the same meaning as the given situation?

SITUATION: Monday was a holiday.
RESULT: All schools were closed.

1. All schools were closed on Monday because it was a holiday.
2. Because of the holiday, all schools were closed on Monday.
3. Due to the holiday, all schools were closed on Monday.
4. Due to the fact that it was a holiday, all schools were closed on Monday.
5. Because all schools were closed on Monday, it was a holiday.

19-1 Using *Because Of* and *Due To*

(a) ***Because*** *the weather was cold,* we stayed home.	***Because*** introduces an adverb clause; it is followed by a subject and a verb, as in (a).
(b) ***Because of*** *the cold weather,* we stayed home. (c) ***Due to*** *the cold weather,* we stayed home.	***Because of*** and ***due to*** are phrasal prepositions; they are followed by a noun object, as in (b) and (c).
(d) ***Due to the fact that*** *the weather was cold,* we stayed home.	Sometimes (usually in more formal writing) ***due to*** is followed by a noun clause introduced by ***the fact that***.
(e) We stayed home ***because of the cold weather.*** We stayed home ***due to the cold weather.*** We stayed home ***due to the fact that the weather was cold.***	Like adverb clauses, these phrases can also follow the main clause, as in (e).

☐ **Exercise 2. Looking at grammar.** (Charts 17-3 and 19-1)
Identify the cause and effect in each pair of sentences. Then combine the sentences with ***because***.

1. Jon is a heavy smoker. Jon has breathing problems.
2. Martina feels homesick. Martina moved to a new town.
3. Mr. Jordan's house has no heat. Mr. Jordan lost his job.
4. Victor has gained weight. Victor is going to eat less.

☐ Exercise 3. Looking at grammar. (Charts 17-3 and 19-1)

Complete the sentences with ***because*** or ***because of***.

1. We postponed our trip ______________ the bad driving conditions.
2. Sue's eyes were red ______________ she had been swimming in a chlorinated pool.
3. We can't visit the museum tomorrow ______________ it isn't open.
4. Jim had to give up jogging ______________ his sprained ankle.
5. ______________ heavy fog at the airport, our plane was delayed for several hours.
6. ______________ the elevator was broken, we had to walk up six flights of stairs.
7. Thousands of Irish people emigrated to the United States ______________ the potato famine in Ireland in the mid-19th century.

☐ Exercise 4. Looking at grammar. (Chart 19-1)

Complete the sentences with the ideas in parentheses.

1. (*The traffic was heavy.*) We were late to the meeting due to ___the heavy traffic___.
2. (*Bill's wife is ill.*) Bill has to do all of the cooking and cleaning because of ______________ ______________.
3. (*It was noisy in the next apartment.*) I couldn't get to sleep last night because of ______________.
4. (*Our parents are generous.*) Because of ______________, all of the children in our family have received the best of everything.
5. (*Circumstances are beyond our control.*) Due to ______________ ______________, our office is closed today.

☐ Exercise 5. Warm-up. (Chart 19-2)

Check (✓) the sentences that logically complete the idea of the given sentence.

Nadia likes fresh vegetables.

1. ___ Therefore, she has a vegetable garden in her yard.
2. ___ As a result, she doesn't grow her own vegetables.
3. ___ Therefore, she buys canned vegetables at the store.
4. ___ As a result, she buys produce from local farmers.
5. ___ She eats a lot of frozen vegetables, therefore.
6. ___ Consequently, she eats produce from her garden.

19-2 Cause and Effect: Using *Therefore, Consequently,* and *So*

(a) Al failed the test because he didn't study. (b) Al didn't study. *Therefore,* he failed the test. (c) Al didn't study. *Consequently,* he failed the test.	Examples (a), (b), and (c) have the same meaning. ***Therefore*** and ***consequently*** mean "as a result." In grammar, they are called *transitions* (or *conjunctive adverbs*). Transitions connect the ideas between two sentences. They are used most commonly in formal written English and rarely in spoken English.
(d) Al didn't study. *Therefore,* he failed the test. (e) Al didn't study. He, *therefore,* failed the test. (f) Al didn't study. He failed the test, *therefore.* POSITIONS OF A TRANSITION: ***transition*** + S + V (+ rest of sentence) S + ***transition*** + V (+ rest of sentence) S + V (+ rest of sentence) + ***transition***	A transition occurs in the second of two related sentences. Notice the patterns and punctuation in the examples. A period (NOT a comma) is used at the end of the first sentence.* The transition has several positions in the second sentence. The transition is separated from the rest of the sentence by commas.
(g) Al didn't study, *so* he failed the test.	In (g): ***So*** is used as a *conjunction* between two independent clauses. It has the same meaning as ***therefore.*** ***So*** is common in both formal written and spoken English. A comma usually precedes ***so*** when it connects two sentences, as in (g).

*A semicolon is also possible in this situation. See the footnote to Chart 19-3.

☐ Exercise 6. Looking at grammar. (Chart 19-2)

Rewrite the sentence with the given words. Punctuate carefully.

The children stayed home because a storm was approaching.

1. therefore ______________________________
2. consequently ______________________________
3. so ______________________________

☐ Exercise 7. Looking at grammar. (Charts 17-3, 19-1, and 19-2)

Punctuate the sentences. Add capital letters as necessary. NOTE: Two sentences need no changes.

1. *adverb clause:* Because it was cold she wore a coat.
2. *adverb clause:* She wore a coat because it was cold.
3. *prepositional phrase:* Because of the cold weather she wore a coat.
4. *prepositional phrase:* She wore a coat because of the cold weather.
5. *transition:* The weather was cold therefore she wore a coat.
6. *transition:* The weather was cold she wore a coat therefore.
7. *conjunction:* The weather was cold so she wore a coat.

☐ Exercise 8. Looking at grammar. (Charts 17-3, 19-1, and 19-2)

Punctuate the sentences. Add capital letters as necessary.

1. Pat always enjoyed studying sciences in high school therefore she decided to major in biology in college.
2. Due to recent improvements in the economy fewer people are unemployed.
3. Last night's storm damaged the power lines consequently the town was without electricity.
4. Due to the snowstorm only five students came to class the teacher therefore canceled the class.

☐ Exercise 9. Warm-up. (Chart 19-3)

Check (✓) the sentences that have the correct punctuation.

1. ____ Doctors sometimes recommend yoga for their patients. Because it can lower stress.
2. ____ Because yoga can lower stress doctors sometimes recommend it for their patients.
3. ____ Yoga can lower stress. Doctors, therefore, sometimes recommend it for their patients.
4. ____ Yoga can lower stress, so doctors sometimes recommend it for their patients.

19-3 Summary of Patterns and Punctuation

Adverb Clauses	(a) ***Because*** *it was hot*, we went swimming. (b) We went swimming ***because*** *it was hot*.	An *adverb clause* may precede or follow an independent clause. PUNCTUATION: A comma is used if the adverb clause comes first.
Prepositions	(c) ***Because of*** *the hot weather*, we went swimming. (d) We went swimming ***because of*** *the hot weather*.	A *preposition* is followed by a noun object, not by a subject and verb. PUNCTUATION: A comma is usually used if the prepositional phrase precedes the subject and verb of the independent clause.
Transitions	(e) It was hot. ***Therefore****, we went swimming*. (f) It was hot. *We*, ***therefore****, went swimming*. (g) It was hot. *We went swimming*, ***therefore***.	A *transition* is used with the second sentence of a pair. It shows the relationship of the second idea to the first idea. A transition is movable within the second sentence. PUNCTUATION: A period is used between the two independent clauses.* A comma may NOT be used to separate the clauses. Commas are usually used to set the transition off from the rest of the sentence.
Conjunctions	(h) It was hot, ***so*** *we went swimming*.	A conjunction comes between two independent clauses. PUNCTUATION: Usually a comma is used immediately in front of a conjunction.

---

*A semicolon (;) may be used instead of a period between the two independent clauses.

It was hot; therefore, we went swimming.
It was hot; we, therefore, went swimming.
It was hot; we went swimming, therefore.

In general, a semicolon can be used instead of a period between any two sentences that are closely related in meaning: *Peanuts are not nuts; they are beans.* Notice that a small letter, NOT a capital letter, immediately follows a semicolon.

☐ Exercise 10. Looking at grammar. (Charts 17-3 and 19-3)

Combine the sentences using the given words. Discuss correct punctuation.

We postponed our trip. The weather was bad.

Example: because → *We postponed our trip* ***because*** *the weather was bad.*
→ ***Because*** *the weather was bad, we postponed our trip.*

1. therefore
2. since
3. so
4. because of
5. consequently
6. due to the fact that

☐ Exercise 11. Looking at grammar. (Charts 17-3, 19-2, and 19-3)

Combine each pair of ideas with the words in parentheses.

1. My cell phone doesn't work. The battery is dead. (*because*)
   → *My cell phone doesn't work because the battery is dead.* OR
   → *Because the battery is dead, my cell phone doesn't work.*
2. Pat doesn't want to return to the Yukon to live. The winters are too severe. (*because*)
3. It is important to wear a hat on cold days. We lose sixty percent of our body heat through our head. (*since*)
4. Bill couldn't pick us up after the concert. His car wouldn't start. (*therefore*)
5. When I was in my teens and twenties, it was easy for me to get into an argument with my father. Both of us can be stubborn and opinionated. (*because*)
6. A camel can go completely without water for eight to ten days. It is an ideal animal for desert areas. (*due to the fact that*)
7. Robert emailed the software company for technical support. He got some new business software that didn't work. (*so*)
8. A tomato is classified as a fruit, but most people consider it a vegetable. It is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. (*since*)
9. There is consumer demand for ivory. Many African elephants are being slaughtered ruthlessly. Many people who care about saving these animals from extinction refuse to buy any item made from ivory. (*due to, consequently*)
10. Most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth. Many sailors of the time refused to venture forth with explorers into unknown waters. (*because*)

☐ Exercise 12. Warm-up. (Chart 19-4)

Read about Alan and Lisa. Imagine their reactions as parents and complete the sentences with phrases in the list or your own ideas. What do you notice about ***so/such*** and the words in blue?

SITUATION: Alan and Lisa are the proud parents of triplets. Before their triplets were born, however, they were told they were going to have twins. Imagine their surprise when they found out they were the parents of three babies. Alan was incredibly happy. Lisa was utterly exhausted.

began to cry
called friends
couldn't laugh or cry
danced around the room
fell asleep
went into shock

1. Ed was *so* happy that he . . . .
2. Lisa was *so* tired that she . . . .
3. Ed was *such* a happy dad that he . . . .
4. Lisa was *such* a tired mom that she . . . .

19-4 Other Ways of Expressing Cause and Effect: *Such . . . That* and *So . . . That*

(a) Because the weather was nice, we went to the zoo. (b) It was *such nice weather that* we went to the zoo. (c) The weather was *so nice that* we went to the zoo.	Examples (a), (b), and (c) have the same meaning.
(d) It was *such good coffee that* I had another cup. (e) It was *such a foggy day that* we couldn't see the road.	***Such . . . that*** encloses a modified noun: ***such*** + *adjective* + *noun* + ***that***
(f) The coffee is *so hot that* I can't drink it. (g) I'm *so hungry that* I could eat a horse. (h) She speaks *so fast that* I can't understand her. (i) He walked *so quickly that* I couldn't keep up with him.	***So . . . that*** encloses an adjective or adverb: $\textbf{so} + \left\{\begin{array}{c}\textit{adjective}\\ \text{or}\\ \textit{adverb}\end{array}\right\} + \textbf{that}$
(j) She made *so many mistakes that* she failed the exam. (k) He has *so few friends that* he is always lonely. (l) She has *so much money that* she can buy whatever she wants. (m) He had *so little trouble* with the test *that* he left twenty minutes early.	***So . . . that*** is used with ***many***, ***few***, ***much***, and ***little***.
(n) It was *such a good book (that)* I couldn't put it down. (o) I was *so hungry (that)* I didn't wait for dinner to eat something.	Sometimes, primarily in speaking, ***that*** is omitted.

☐ **Exercise 13. Looking at grammar.** (Chart 19-4)

Complete the sentences with ***so*** or ***such***.

1. It was ___such___ an enjoyable party that no one wanted to leave.
2. The party was ___so___ enjoyable that no one wanted to leave.
3. We had ___so___ much fun that no one wanted to leave.
4. Maya is _________ afraid of flying that she travels by train or bus.
5. You've been _________ kind that I don't know how to thank you.
6. The article had _________ little current information that it wasn't useful.
7. The teacher has repeated herself _________ many times that it's becoming a joke.
8. It was _________ a long trip abroad that I got very homesick.
9. My elderly aunt has _________ few friends that I am beginning to worry about her.

☐ **Exercise 14. Let's talk.** (Chart 19-4)

Work in small groups. Take turns making sentences using ***so/such . . . that*** with the given ideas. Try to exaggerate your answers. Share your favorite sentences with the class.

Example: I'm hungry. In fact, I'm . . . .
→ *I'm* ***so*** *hungry. In fact, I'm* ***so*** *hungry* ***(that)*** *I could eat a horse.*

1. I'm really tired. In fact, I'm . . . .
2. I didn't expect it! I was really surprised. In fact, I was . . . .

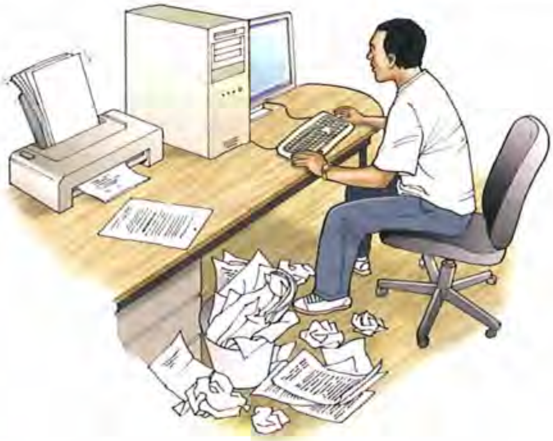
3. I took a very slow bus to town. In fact, it was . . . .
4. I saw a shark while I was swimming in the ocean. I was frightened. In fact, I was . . . .
5. We rented a video. It was a very exciting movie. In fact, it was . . . .
6. The weather was really, really hot. In fact, it was . . . .
7. My wallet fell out of my pocket and I lost a lot of money. In fact, I lost . . . .
8. I ordered an expensive meal at a restaurant. The server brought a small plate with a tiny amount of food to your table. In fact, it was . . . .

☐ Exercise 15. Looking at grammar. (Chart 19-4)

Make sentences using ***so*** or ***such*** by combining the ideas in Column A and Column B.

Example: The wind was strong. → *The wind was* **so** *strong that it blew my hat off my head.*

Column A	Column B
1. The wind was strong.	a. It burned my tongue.
2. The radio was too loud.	b. She was fired from her job.
3. Olga did poor work.	✓c. It blew my hat off my head.
4. The food was too hot.	d. The teacher postponed the test.
5. There are many leaves on a single tree.	e. It is impossible to count them.
6. The tornado struck with great force.	f. It lifted cars off the ground.
7. Few students showed up for class.	g. I couldn't hear what Michael was saying.
8. Charles used too much paper when he was writing his report.	h. The wastepaper basket overflowed.



☐ Exercise 16. Warm-up. (Chart 19-5)

Check (✓) the sentences that correctly complete the given sentence.

Kay got a new job so that . . .

1. ____ she could be closer to home.
2. ____ she is very excited.
3. ____ her husband is taking her out to dinner to celebrate.
4. ____ she could earn more money.

19-5 Expressing Purpose: Using *So That*

(a) I turned off the TV *in order to enable my roommate to study in peace and quiet.* (b) I turned off the TV *so (that) my roommate could study in peace and quiet.*	***In order to*** expresses *purpose.* (See Chart 15-1, p. 331.) In (a): I turned off the TV for a purpose. The purpose was to make it possible for my roommate to study in peace and quiet.

So That + *Can* or *Could*

(c) I'm going to cash a check *so that I can buy my textbooks.* (d) I cashed a check *so that I could buy my textbooks.*	***So that*** also expresses *purpose.** It expresses the same meaning as ***in order to.*** The word "that" is often omitted, especially in speaking. ***So that*** is often used instead of ***in order to*** when the idea of ability is being expressed. ***Can*** is used in the adverb clause for a present/future meaning. In (c): ***so that I can buy*** = *in order to be able to buy* ***Could*** is used after ***so that*** in past sentences, as in (d).**

So That + *Will* / *Would* or Simple Present

(e) I'll take my umbrella *so that I won't get wet.* (f) Yesterday I took my umbrella *so that I wouldn't get wet.* (g) I'll take my umbrella *so that I don't get wet.*	In (e): ***so that I won't get wet*** = *in order to make sure that I won't get wet* ***Would*** is used in past sentences, as in (f). In (g): It is sometimes possible to use the simple present after ***so that*** in place of ***will;*** the simple present expresses a future meaning.

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*Note: *In order that* has the same meaning as *so that* but is less commonly used.
Example: *I turned off the TV* ***in order that*** *my roommate could study in peace and quiet.*
Both *so that* and *in order that* introduce adverb clauses. It is unusual but possible to put these adverb clauses at the beginning of a sentence: ***So that*** *my roommate could study in peace and quiet, I turned off the TV.*

Also possible but less common: the use of ***may* or ***might*** in place of ***can*** or ***could*** (e.g., *I cashed a check* ***so that I might*** *buy my textbooks.*).

☐ Exercise 17. Looking at grammar. (Chart 19-5)

Combine each set of ideas by using ***so (that)***.

1. Please turn down the radio. I want to be able to get to sleep.
   → *Please turn down the radio so (that) I can get to sleep.*
2. My wife turned down the radio. I wanted to be able to get to sleep.
   → *My wife turned down the radio so (that) I could get to sleep.*
3. Put the milk in the refrigerator. We want to make sure it won't (OR doesn't) spoil.
   → *Put the milk in the refrigerator so (that) it won't* (OR *doesn't*) *spoil.*
4. I put the milk in the refrigerator. I wanted to make sure it didn't spoil.
   → *I put the milk in the refrigerator so (that) it wouldn't spoil.*
5. Please be quiet. I want to be able to hear what Sharon is saying.
6. I asked the children to be quiet. I wanted to be able to hear what Sharon was saying.
7. I'm going to cash a check. I want to make sure that I have enough money to go to the store.
8. I cashed a check yesterday. I wanted to make sure that I had enough money to go to the store.

9. Ann and Larry have a six-year-old child. Tonight they're going to hire a babysitter. They want to be able to go out with some friends.
10. Last week Ann and Larry hired a babysitter. They wanted to be able to go to a dinner party at the home of Larry's boss.
11. Be sure to put the meat in the oven at 5:00. You want to be sure that it will be (OR is) ready to eat by 6:30.
12. Yesterday I put the meat in the oven at 5:00. I wanted it to be ready to eat by 6:30.
13. I'm going to leave the party early. I want to be able to get a good night's sleep tonight.
14. When it started to rain, Harry opened his umbrella. He wanted to be sure he didn't get wet.
15. The little boy pretended to be sick. He wanted to stay home from school.

☐ Exercise 18. Looking at grammar. (Charts 19-2 and 19-5)

Add ***that*** to the sentence if ***so*** means ***in order that***. If ***so*** means ***therefore,*** add a comma.

1. I borrowed some money so ^that I could pay my rent.
2. I didn't have enough money for a movie, so I went home and watched TV.
3. I need a visa so I can travel overseas.
4. I needed a visa so I went to the embassy to apply for one.
5. Marta is trying to improve her English so she can become a tour guide.
6. Olga wants to improve her English so she has hired a tutor.
7. Tarek borrowed money from his parents so he could start his own business.
8. I turned off the TV so I could concentrate on my paperwork.

☐ Exercise 19. Warm-up. (Chart 19-6)

Usually when someone breaks an arm, he/she goes to a doctor. That is expected behavior. Answer the same question about expected behavior for each statement. Circle *yes* or *no.*

	EXPECTED BEHAVIOR?	
1. Ron broke his arm, but he didn't go to the doctor.	yes	no
2. Joe went to the doctor because he broke his arm.	yes	no
3. Sue broke her arm, so she went to the doctor.	yes	no
4. Amy broke her arm; nevertheless, she didn't go to the doctor.	yes	no
5. Despite having a broken arm, Rick didn't go to the doctor.	yes	no
6. Eva was in so much pain from her broken arm that she went to the doctor.	yes	no
7. Jeff broke his arm; therefore, he went to the doctor.	yes	no

19-6 Showing Contrast (Unexpected Result)

All of these sentences have the same meaning. The idea of cold weather is contrasted with the idea of going swimming. Usually if the weather is cold, one does not go swimming, so going swimming in cold weather is an "unexpected result." It is surprising that the speaker went swimming in cold weather.

Adverb Clauses	*even though* *although* *though*	(a) *Even though it was cold,* I went swimming. (b) *Although it was cold,* I went swimming. (c) *Though it was cold,* I went swimming.
Conjunctions	*but . . . anyway* *but . . . still* *yet . . . still*	(d) It was cold, *but* I went swimming *anyway*. (e) It was cold, *but* I *still* went swimming. (f) It was cold, *yet* I *still* went swimming.
Transitions	*nevertheless* *nonetheless* *however . . . still*	(g) It was cold. *Nevertheless,* I went swimming. (h) It was cold; *nonetheless,* I went swimming. (i) It was cold. *However,* I *still* went swimming.
Prepositions	*despite* *in spite of* *despite the fact that* *in spite of the fact that*	(j) I went swimming *despite* the cold weather. (k) I went swimming *in spite of* the cold weather. (l) I went swimming *despite the fact that* the weather was cold. (m) I went swimming *in spite of the fact that* the weather was cold.

☐ **Exercise 20. Looking at grammar.** (Charts 19-2 and 19-6)

Complete the sentences with ***inside*** or ***outside*** to make logical statements.

1. It rained, but we still had our wedding _______________.
2. It rained, so we had our wedding _______________.
3. It rained; nevertheless, we had our wedding _______________.
4. Though it rained, we had our wedding _______________.
5. Even though it rained, we had our wedding _______________.
6. Although it rained, we had our wedding _______________.
7. Despite the fact that it rained, we had our wedding _______________.
8. It rained; therefore, we had our wedding _______________.

☐ **Exercise 21. Looking at grammar.** (Chart 19-6)

Complete the sentences with ***am*** or ***am not*** to make logical statements.

1. The roads are icy; nevertheless, I __________ going shopping.
2. Though the roads are icy, I __________ staying home.
3. Even though the roads are icy, I __________ going shopping.
4. I __________ going shopping although the roads are icy.
5. The roads are icy, yet I __________ going shopping anyway.
6. Despite the fact that the roads are icy, I __________ staying home.
7. In spite of the icy roads, I __________ going shopping.

☐ Exercise 22. Looking at grammar. (Chart 19-6)

Complete the sentences with the given words. Notice the use of punctuation and capitalization.

Part I. Complete the sentences with ***but, even though***, or ***nevertheless***.

1. Bob ate a large dinner. ____________________, he is still hungry.
2. Bob ate a large dinner, ____________________ he is still hungry.
3. Bob is still hungry ____________________ he ate a large dinner.
4. I had a lot of studying to do, ____________________ I went to a movie anyway.
5. I had a lot of studying to do. ____________________, I went to a movie.
6. ____________________ I had a lot of studying to do, I went to a movie.
7. I finished all of my work ____________________ I was very sleepy.
8. I was very sleepy, ____________________ I finished all of my work anyway.
9. I was very sleepy. ____________________, I finished all of my work.

Part II. Complete the sentences with ***yet, although***, or ***however***.

10. I washed my hands. ____________________, they still looked dirty.
11. I washed my hands, ____________________ they still looked dirty.
12. ____________________ I washed my hands, they still looked dirty.
13. Diana didn't know how to swim, ____________________ she jumped into the pool.
14. ____________________ Diana didn't know how to swim, she jumped into the pool.
15. Diana didn't know how to swim. ____________________, she jumped into the pool.

☐ Exercise 23. Looking at grammar. (Chart 19-6)

Add commas, periods, and capital letters as necessary. Do not add, omit, or change any words.

1. Anna's father gave her some good advice nevertheless she did not follow it.
   → *Anna's father gave her some good advice. Nevertheless, she did not follow it.*
2. Anna's father gave her some good advice but she didn't follow it.
3. Even though Anna's father gave her some good advice she didn't follow it.
4. Anna's father gave her some good advice she did not follow it however.
5. Thomas was thirsty I offered him some water he refused it.
6. Thomas refused the water although he was thirsty.
7. Thomas was thirsty nevertheless he refused the glass of water I brought him.
8. Thomas was thirsty yet he refused to drink the water that I offered him.

☐ Exercise 24. Looking at grammar. (Chart 19-6)

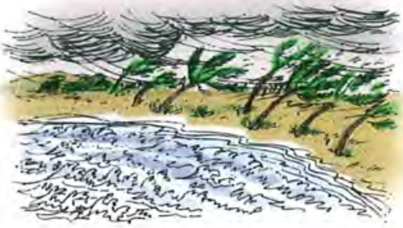
Combine the sentences using the given words. Discuss correct punctuation. Use the negative if necessary to make a logical statement.

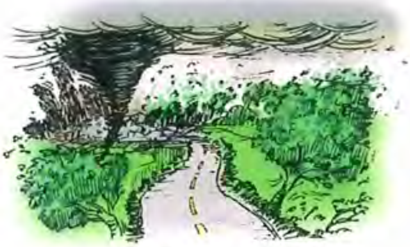
His grades were low. He was admitted to the university.

1. even though
2. but . . . anyway
3. yet . . . still
4. nonetheless
5. despite
6. because of

☐ Exercise 25. Warm-up. (Chart 19-7)

Read the question and the answers that follow. Which answers express "direct contrast," i.e., the idea that "this" is the opposite of "that"?


hurricane


tornado

What is the difference between hurricanes and tornadoes?

1. Hurricanes develop over warm oceans while tornadoes form over land.
2. Hurricanes develop while they are traveling over warm ocean water.
3. Hurricanes develop over warm oceans, but tornadoes form over land.
4. Hurricanes develop over warm oceans; however, tornadoes form over land.
5. Hurricanes develop over warm oceans; on the other hand, tornadoes form over land.

19-7 Showing Direct Contrast

All of the sentences have the same meaning: "This" is the opposite of "that."

Adverb Clauses	*while*	(a) Mary is rich, ***while*** *John is poor.** (b) John is poor, ***while*** *Mary is rich.*
Conjunctions	*but*	(c) Mary is rich, ***but*** *John is poor.* (d) John is poor, ***but*** *Mary is rich.*
Transitions	*however*	(e) Mary is rich; ***however***, *John is poor.* (f) John is poor; *Mary is rich,* ***however***.
	on the other hand	(g) Mary is rich. *John,* ***on the other hand***, *is poor.* (h) John is poor. *Mary,* ***on the other hand***, *is rich.*

---

*Sometimes a comma precedes a *while*-clause that shows direct contrast. A comma helps clarify that *while* is being used to express contrast rather than time. The use of a comma in this instance is a stylistic choice by the writer.

☐ Exercise 26. Looking at grammar. (Chart 19-7)

Make two sentences with the same meaning as the given sentence. Use ***however*** or ***on the other hand***. Punctuate carefully.

1. Florida has a warm climate, while Alaska has a cold climate.
2. While Fred is a good student, his brother is lazy.
3. Elderly people in my country usually live with their children, but the elderly in the United States often live by themselves.

☐ Exercise 27. Looking at grammar. (Chart 19-7)

Complete the sentences with your own words.

1. Some people really enjoy swimming, while others . . . *are afraid of water.*
2. In the United States, people drive on the right-hand side of the road. However, people in . . . .
3. While my desk always seems to be a mess, my . . . .
4. My oldest son is shy, while my youngest son . . . .

☐ Exercise 28. Let's talk or write. (Chart 19-7)

Part I. Read the information below about extroverts and introverts. Make several sentences with the words in the list, either orally or in writing using the words ***but, however, on the other hand***, or ***while***.

General Characteristics of Extroverts and Introverts

Extroverts . . .	*Introverts . . .*
like to be the center of attention.	are uncomfortable being the center of attention.
like to talk more than listen.	like to listen more than talk.
enjoy meeting people.	are reserved when meeting people.
prefer being active.	like to spend time alone.
like to work in groups.	don't like to work in groups.
don't always think before speaking.	think carefully before speaking.
don't mind noise.	prefer the quiet.
like crowds.	avoid crowds.
are energized by being with others.	can find it tiring to spend time with others.

Examples:

→ *Extroverts like to talk more than listen,* ***while*** *introverts like to listen more than talk.*

→ *Introverts like to listen more than talk. Extroverts,* ***however,*** *like to talk more than listen.*

Part II. Are you an extrovert or introvert? Compare yourself to someone you know who is different from you. Make several sentences.

☐ Exercise 29. Let's talk. (Chart 19-7)

Think of two different countries you are familiar with. How are they different? Use ***while, however, on the other hand***, and ***but***. Work in pairs, in small groups, or as a class.

1. size
2. population
3. food
4. time of meals
5. economic system
6. educational system
7. role of women
8. language
9. educational costs
10. medical care
11. public transportation
12. dating customs

☐ Exercise 30. Warm-up. (Chart 19-8)

Choose the logical verb for each sentence: ***can*** or ***can't.***

SITUATION: Sarah drinks coffee every morning. It wakes her up.

1. If Sarah drinks coffee in the morning, she *can* / *can't* wake up quickly.
2. Unless Sarah drinks coffee in the morning, she *can* / *can't* wake up quickly.
3. Sarah drinks coffee every morning; otherwise, she *can* / *can't* wake up quickly.
4. Sarah drinks coffee in the morning, or else she *can* / *can't* wake up quickly.

19-8 Expressing Conditions: Using *Otherwise* and *Or (Else)*

Adverb Clauses	(a) *If I don't eat breakfast,* I get hungry. (b) You'll be late *if you don't hurry.* (c) You'll get wet ***unless*** *you take your umbrella.*	***If*** and ***unless*** state conditions that produce certain results. (See Charts 17-6 and 17-10, pp. 377 and 382.)
Transitions	(d) I always eat breakfast. ***Otherwise,*** I get hungry during class. (e) You'd better hurry. ***Otherwise,*** you'll be late. (f) Take your umbrella. ***Otherwise,*** you'll get wet.	***Otherwise*** expresses the idea "if the opposite is true, then there will be a certain result." In (d): ***otherwise*** = *if I don't eat breakfast*
Conjunctions	(g) I always eat breakfast, ***or (else)*** I get hungry during class. (h) You'd better hurry, ***or (else)*** you'll be late. (i) Take your umbrella, ***or (else)*** you'll get wet.	***Or else*** and ***otherwise*** have the same meaning.

☐ Exercise 31. Looking at grammar. (Chart 19-8)

Make sentences with the same meaning as the given sentence. Use ***otherwise.***

1. If I don't call my mother, she'll start worrying about me.
   → *I am going to / should / had better / have to / must call my mother. Otherwise, she'll start worrying about me.*
2. If you don't leave now, you'll be late for class.
3. Unless you have a ticket, you can't get into the theater.
4. You can't enter that country unless you have a passport.
5. If Tom doesn't get a job soon, his family won't have enough money for food.
6. Only if you speak both Japanese and Chinese fluently will you be considered for that job.*
7. Mary can go to school only if she gets a scholarship.
8. If I don't wash my clothes tonight, I won't have any clean clothes to wear tomorrow.

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*Notice that the subject and verb in the main clause are inverted because the sentence begins with *only if.* See Chart 17-11, p. 383.

19-9 Summary of Connectives: Cause and Effect, Contrast, and Condition

	Adverb Clause Words		Transitions	Conjunctions	Prepositions
Cause and Effect	because since now that	so (that)	therefore consequently	so	because of due to
Contrast	even though although though	while	however nevertheless nonetheless on the other hand	but (. . . anyway) yet (. . . still)	despite in spite of
Condition	if unless only if even if whether or not	in case	otherwise	or (else)	

☐ Exercise 32. Looking at grammar. (Chart 19-9)

Using the two ideas of "to study" and "to pass or fail the exam," complete the sentences. Punctuate and capitalize as necessary.

1. Because I did not study *, I failed the exam.*
2. I failed the exam because ______________________________
3. Although I studied ______________________________
4. I did not study therefore ______________________________
5. I did not study however ______________________________
6. I studied nevertheless ______________________________
7. Even though I did not study ______________________________
8. I did not study so ______________________________
9. Since I did not study ______________________________
10. If I study for the exam ______________________________
11. Unless I study for the exam ______________________________
12. I must study otherwise ______________________________
13. Even if I study ______________________________
14. I did not study consequently ______________________________
15. I did not study nonetheless ______________________________

16. I will probably fail the exam whether ______________________________

17. Only if I study ______________________________

18. I studied hard yet ______________________________

19. You'd better study or else ______________________________

☐ Exercise 33. Listening. (Chart 19-9)

Listen to each sentence and choose the logical completion (a. or b.).

CD 2
Track 28

Example: You will hear: I was exhausted when I got home, but . . .
You will choose: [✓ a.] I didn't take a nap. b. I took a nap.

1. a. my back gets sore. b. my back doesn't get sore.
2. a. my old one works fine. b. my old one doesn't work.
3. a. I hurry. b. I don't hurry.
4. a. I hurried. b. I didn't hurry.
5. a. our offices are hot. b. our offices aren't hot.
6. a. the noise bothers me. b. the noise doesn't bother me.
7. a. I fell asleep during dinner. b. I didn't fall asleep during dinner.

☐ Exercise 34. Game. (Charts 17-2, 19-4, and 19-9)

Work in teams. Combine these two ideas using the words below the example. The time is now, so use present and future tenses. The team that correctly combines the most sentences wins.

to go (or not to go) to the beach \ hot, cold, nice weather

Example: because

→ ***Because** the weather is cold, we aren't going to go to the beach.*

→ *We're going to go to the beach **because** the weather is hot.*

1. so . . . that
2. so
3. nevertheless
4. despite
5. now that
6. once
7. although
8. because of
9. consequently
10. as soon as
11. such . . . that
12. since
13. but . . . anyway
14. unless
15. therefore
16. only if
17. nonetheless
18. in spite of
19. even if
20. yet . . . still
21. whether . . . or not

☐ Exercise 35. Reading. (Chart 19-9)

Part I. Read the passage comparing optimists and pessimists.

Optimists vs. Pessimists

Have you ever heard the expression that a glass is half full or half empty? If not, imagine that you are looking at a glass that is filled exactly halfway with liquid. Now, is the glass half full or half empty to you? People who say it is half full are called optimists, while people who say it is half empty are called pessimists. In simple terms, optimists see the best in the world, while pessimists see the worst.

One of the clearest ways to see the differences between the two is to look at the way optimists and pessimists explain events. When something bad happens, optimists tend to see the event as a single event which does not affect other areas of their lives. For example, Sarah is an optimistic person. When she gets a low grade on a test, she will say something like this to herself: "Oh well, that was one test I didn't do well on. I wasn't feeling well that day. I have another test in a few weeks. I'll do better on that one."

Pessimists, on the other hand, will feel that an event is just one of a string of bad events affecting their lives, and that they're somehow the cause of it. Let's take a look at Susan. She is a pessimist. When she gets a low grade on a test, she might say: "I failed again. I never do well on tests. I'm stupid. I should just quit trying." And when something does go well for Susan, she often attributes her success to luck. She may say, "I was just lucky that time," and she doesn't expect to do well again. While optimists don't see themselves as failures, pessimists do.

Research has shown that optimism can be a learned trait and that, despite their upbringing, people can train themselves to respond to events in more positive terms. For example, Paul has a tendency to react negatively to events. The first thing he has to do is become conscious of that behavior. Once he identifies how he is reacting, he can reframe his thoughts in more positive terms, as Sarah did when she failed the test. As Paul begins to do more of this, he forms new patterns of response, and over time these responses become more automatic. Gradually he can develop a more positive outlook on life.

What about you? How do you see life? Is the glass half full or half empty?

Part II. Complete the sentences with information from the reading.

1. Optimists think positively about life, while . . . .
2. An optimist may do poorly on a test; nevertheless, ...
3. Things sometimes go well for a pessimist; however, ...
4. Pessimists see themselves as failures; on the other hand, ...
5. Optimists don't see a single event affecting other areas of their lives; consequently, ...
6. Optimists see the best in the world; therefore, ...
7. Optimists see the best in the world; however, ...
8. Although people may have been raised as pessimists, ...
9. If a pessimist wants to change how he reacts, ...

☐ Exercise 36. Listening. (Chapters 17 → 19)

CD 2
Track 29

Part I. Answer these questions. Then listen to the lecture with your book closed.

1. What makes you yawn?
2. Do you yawn when others around you yawn?

Part II. Open your book and read the statements. Circle "T" for true and "F" for false.

1. Yawning is so contagious that when one person yawns, others nearby may yawn as well. T F
2. According to the speaker, people are not necessarily tired even though they may yawn. T F
3. According to the speaker, people yawn only if others around them yawn. T F
4. It's been proven that unless people yawn, they can't stay awake. T F
5. It's possible that at some point in history, people yawned so that they could stay awake and keep others awake in times of danger. T F
6. According to the speaker, if you are talking to people and they begin yawning, you can be certain that they have become bored by you. T F

☐ Exercise 37. Check your knowledge. (Chapters 1 → 19)

These sentences are taken from student writing. You are the editor for these students. Rewrite the sentences, correcting errors, combining ideas, and making whatever revisions in phrasing or vocabulary you feel will help the writers say what they intended to say.

Example: My idea of the most important thing in life. It is to be healthy. Because a person can't enjoy life without health.

→ *In my opinion, the most important thing in life is good health because a person cannot enjoy life fully without it.*

1. We went shopping after ate dinner. But the stores were closed. We had to go back home even we hadn't found what were we looking for.
2. I want explain that I know a lot of grammars but is my problem I haven't enough vocabularies.
3. When I got lost in the bus station a kind man helped me, he explained how to read the huge bus schedule on the wall. Took me to the window to buy a ticket and showed me where was my bus, I will always appreciate his kindness.

4. I had never understand the important of know English language. Until I worked at a large international company.

5. Since I was young my father found an American woman to teach me and my brothers English, but when we move to other town my father wasn't able to find other teacher for other five years.

6. I was surprised to see the room that I was given at the dormitory. Because there aren't any furniture, and dirty.

7. When I meet Mr. Lee for the first time, we played video games at the student center even though we can't communicate very well, but we had a good time.

8. Because the United States is a large and also big country. It means that they're various kinds of people live there and it has a diverse population.

9. My grammar class was start at 10:35. When the teacher was coming to class, she returned the last quiz to my classmates and I. After we have had another quiz.

10. If a wife has a work, her husband should share the houseworks with her. If both of them help, the houseworks can be finish much faster.

11. The first time I went skiing. I was afraid to go down the hill. But then I think to myself, "Why not? Give it a try. You'll make it!" After stand around for ten minutes without moving. Finally, I decided go down that hill.

☐ Exercise 38. Listening and writing. (Chapter 19)

CD 2
Track 30

Listen to each passage twice. Then work together in pairs or small groups to write out the passage. Summarize what you heard. Then listen again and revise your writing as necessary.

PASSAGE 1: Turtles
PASSAGE 2: Boy or Girl?

Chapter 20

Conditional Sentences and Wishes

☐ **Exercise 1. Warm-up.** (Chart 20-1)
Each sentence talks about a "condition" and the "result" of this condition. Underline the result clause in each sentence. Notice the verbs in blue. In which sentence does a past verb refer to present or future time?

1. If I have extra money, I usually buy computer equipment with it.
2. I will buy a new laptop computer next month if I have some extra money.
3. If I had some extra money, I would buy a new laptop today or tomorrow.
4. I would have bought a new laptop last month if I had had some extra money.

20-1 Overview of Basic Verb Forms Used in Conditional Sentences

Situation	*If*-clause	Result clause	Examples
True in the Present/Future	simple present	*will* + *simple form*	If I *have* enough time, I *watch* TV every evening. If I *have* enough time, I *will watch* TV later on tonight.
Untrue in the Present/Future	simple past	*would* + *simple form*	If I *had* enough time, I *would watch* TV now or later on.
Untrue in the Past	past perfect	*would have* + *past participle*	If I *had had* enough time, I *would have watched* TV yesterday.

☐ **Exercise 2. Looking at grammar.** (Chart 20-1)
Complete the sentences with the verbs in parentheses.

1. I usually send my parents an email every week. That is a true fact. In other words:

   If I (*have*) ___have___ enough time, I (*send*) ___send___ my parents an email **every week**.

2. I may have enough time to send my parents an email later tonight. I want to send them an email tonight. Both of those things are true. In other words:

   If I (*have*) __________ enough time, I (*send*) __________________ my parents an email **later tonight**.

3. I don't have enough time right now, so I won't send my parents an email. I'll try to do it later. I want to email them, but the truth is that I just don't have enough time right now. In other words:

   If I (*have*) ______________ enough time **right now**, I (*send*) ____________________ my parents an email.

4. I won't have enough time tonight, so I won't send my parents an email. I'll try to do it tomorrow. I want to email them, but the truth is that I just won't have enough time. In other words:

   If I (*have*) ______________ enough time **later tonight**, I (*send*) __________________ my parents an email.

5. I wanted to send my parents an email last night, but I didn't have enough time. In other words:

   If I (*have*) ______________ enough time, I (*send*) ________________________________ my parents an email **last night**.

☐ Exercise 3. Warm-up. (Chart 20-2)

Discuss the differences in meaning, if any, in each pair of sentences.

1. a. If it rains, the streets get wet.
   b. If it rains tomorrow, the streets will get wet.
2. a. If you heat water, it boils.
   b. If you heat water, it will boil.
3. a. If it should rain tomorrow, we'll cancel the picnic.
   b. If it rains tomorrow, we'll cancel the picnic.

20-2 True in the Present or Future

(a) If I *don't eat* breakfast, I always ***get*** hungry during class. (b) Water ***freezes*** OR ***will freeze*** if the temperature *reaches* 32°F/0°C. (c) If I *don't eat* breakfast tomorrow morning, I ***will get*** hungry during class. (d) If it *rains*, we ***should stay*** home. If it *rains*, I ***might decide*** to stay home. If it *rains*, we ***can't go***. If it *rains*, we***'re going to stay*** home. (e) If anyone *calls*, please *take* a message.	In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the simple future) is used in the *if*-clause. The result clause has various possible verb forms. A result clause verb can be: • the *simple present*, to express a habitual activity or situation, as in (a). • either the *simple present* or the *simple future*, to express an established, predictable fact or general truth, as in (b). • the *simple future*, to express a particular activity or situation in the future, as in (c). • *modals* and *phrasal modals* such as ***should, might, can, be going to***, as in (d).* • an *imperative* verb, as in (e).
(f) If anyone ***should*** *call*, please take a message.	Sometimes ***should*** is used in an *if*-clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.

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*See Chart 9-1, p. 157, for a list of modals and phrasal modals.

☐ Exercise 4. Let's talk. (Chart 20-2)

Answer the questions. Work in pairs, in small groups, or as a class.

1. If it's cold tomorrow, what are you going to wear to class?
2. If it's cold, what do you usually wear?
3. Fish can't live out of water. If you take a fish out of water, what will happen/what happens?
4. If I want to learn English faster, what should I do?
5. Tell me what to do, where to go, and what to expect if I visit your hometown as a tourist.

☐ Exercise 5. Looking at grammar. (Chart 20-2)

Choose the correct verb for the result clauses. In some cases, both answers are correct.

1. If I find out the answer, I *will let / let* you know.
2. If I have extra time, I *tutor / am going to tutor* students in math.
3. If it snows, the roads *are / will be* closed.
4. If you run up a hill, your heart *beats / will beat* fast.
5. If it should rain tomorrow, we *might change / will change* our plans.
6. If my cell phone battery goes dead, I *will recharge / would recharge* it.

☐ Exercise 6. Listening. (Chart 20-2)

CD 2
Track 31

If + *pronoun* can be difficult to hear at the beginning of sentences because these words are generally unstressed. Additionally, ***if*** at the beginning of a sentence is often reduced to /f/. Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

Example: You will hear: If I hear anything, I'll tell you.

You will write: ______If I hear______ anything, I'll tell you.

1. ______________________________ too fast, please tell me.
2. ______________________________ married, everyone will be shocked.
3. ______________________________ okay, I'll ask for some advice.
4. ______________________________ to quit, I hope he lets us know soon.
5. ______________________________, we'll need to try something else.
6. ______________________________ harder, I'm sure she'll succeed.
7. ______________________________ the job, I'll call you right away.

☐ Exercise 7. Warm-up. (Chart 20-3)

Choose the correct completions.

1. If Tom were a teacher, he would teach law.
   a. Tom *is / isn't* a teacher.
   b. Tom *teaches / doesn't teach* law.

2. If it were 5:00, we could leave.
   a. It *is / isn't* 5:00.
   b. We *can / can't* leave now.

20-3 Untrue (Contrary to Fact) in the Present or Future

(a) If I *taught* this class, I *wouldn't give* tests. (b) If he *were* here right now, he *would help* us. (c) If I *were* you, I *would accept* their invitation.	In (a): In truth, I don't teach this class. In (b): In truth, he is not here right now. In (c): In truth, I am not you. NOTE: ***Were*** is used for both singular and plural subjects. ***Was*** (with *I, he, she, it*) is sometimes used in informal speech: *If I* ***was*** *you, I'd accept their invitation.*
COMPARE: (d) If I had enough money, I *would buy* a car. (e) If I had enough money, I *could buy* a car.	In (d): The speaker wants a car but doesn't have enough money. ***Would*** expresses desired or predictable results. In (e): The speaker is expressing one possible result. ***could*** = *would be able to;* ***could*** expresses possible options.

☐ Exercise 8. Looking at grammar. (Charts 20-2 and 20-3)

Complete the sentences with the verbs in parentheses.

1. If I have enough apples, I (*bake*) ___*will bake*___ an apple pie this afternoon.
2. If I had enough apples, I (*bake*) ___*would bake / could bake*___ an apple pie.
3. I will fix your bicycle if I (*have*) ____________ a screwdriver of the proper size.
4. I would fix your bicycle if I (*have*) ____________ a screwdriver of the proper size.
5. I (*go*) ____________ to a movie tonight if I don't have any homework to do.
6. I (*go*) ____________ to a movie tonight if I didn't have any homework to do.
7. Sally always answers the phone if she (*be*) ____________ in her office.
8. Sally would answer the phone if she (*be*) ____________ in her office right now.

☐ Exercise 9. Let's talk. (Chart 20-3)

Discuss the questions. Work in small groups or as a class.

Under what conditions, if any, would you . . .

1. exceed the speed limit while driving?
2. lie to your best friend?
3. disobey an order from your boss?
4. steal food?
5. carry a friend on your back?
6. not pay your rent?

☐ Exercise 10. Looking at grammar. (Charts 20-2 and 20-3)

Complete the sentences with the verbs in parentheses. Work in pairs or small groups.

1. I (*be, not*) ____________ a student in this class if English (*be*) ____________ my native language.
2. Most people know that oil floats on water. If you pour oil on water, it (*float*) ____________.

3. If there (*be*) ________________ no oxygen on earth, life as we know it (*exist, not*) ________________________.

4. My evening newspaper has been late every day this week. If the paper (*arrive, not*) ________________________ on time today, I'm going to cancel my subscription.

5. If I (*be*) ________________ a bird, I (*want, not*) ________________________ to live my whole life in a cage.

6. How long (*human beings, live*) ________________________ ________________________ if all diseases in the world were completely eradicated?

7. If you boil water, it (*disappear*) ____________________________ into the atmosphere as vapor.

8. If people (*have*) ________________ paws instead of hands with fingers and opposable thumbs, the machines we use in everyday life (*have to*) ____________________________ be constructed very differently. We (*be, not*) ________________________________ able to turn knobs, push small buttons, or hold tools and utensils securely.

☐ Exercise 11. Let's talk: interview. (Chart 20-3)

Find a partner to interview. Give him/her a fact. Ask your partner to make an unreal "if" statement. Change roles after item 3. Share some of the statements with the class.

Example: Ocean water is salty.
→ *If ocean water weren't salty, people could drink it and there would be enough water for everyone in the world.*

Facts:

1. There is gravity on the earth.
2. People don't have wings.
3. Cars can't fly.
4. Children don't get everything they want.
5. Guns exist.
6. There isn't enough food on the earth for everyone.

☐ Exercise 12. Warm-up. (Chart 20-4)

Check (✓) the sentences that have a past meaning.

1. ____ If Ann were available, she would help us.
2. ____ If Ann had been available, she would have helped us.
3. ____ If Ann is available, she will help us.
4. ____ If Ann had been available, she could have helped us.

20-4 Untrue (Contrary to Fact) in the Past

(a) If you ***had told*** me about the problem, I ***would have helped*** you. (b) If they ***had studied,*** they ***would have passed*** the exam. (c) If I ***hadn't slipped*** on the stairs, I ***wouldn't have broken*** my arm.	In (a): In truth, you did not tell me about it. In (b): In truth, they did not study. Therefore, they failed the exam. In (c): In truth, I slipped on the stairs. I broke my arm. NOTE: The auxiliary verbs are often reduced in speech. "If you'd told me, I would've helped you (OR *I-duv* helped you)."*
COMPARE: (d) If I had had enough money, I ***would have bought*** a car. (e) If I had had enough money, I ***could have bought*** a car.	In (d): ***would*** expresses a desired or predictable result. In (e): ***could*** expresses a possible option. ***could have bought*** = *would have been able to buy*

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*In casual, informal speech, some native speakers sometimes use ***would have*** in an *if*-clause: *If you* ***would've told*** *me about the problem, I would've helped you.* This verb form usage is generally considered to be grammatically incorrect in standard English, but it occurs fairly commonly.

☐ Exercise 13. Looking at grammar. (Chart 20-4)

Complete the sentences with a factual or truthful statement.

1. If I had worn a jacket, I wouldn't have been so cold at the park, but the truth is . . . .
   → *I didn't wear a jacket.*
2. If Martin hadn't become a soccer player, he would have been a soccer coach, but the truth is . . . .
3. If I hadn't answered my cell phone while I was driving, I wouldn't have caused the accident, but the truth is . . . .
4. If Professor Stevens had given a fair test, more students would have passed, but the truth is . . . .

☐ Exercise 14. Looking at grammar. (Charts 20-1 → 20-4)

Underline the clause that expresses a condition. Write "T" if the condition is a true condition (i.e., a condition that exists in fact). Write "U" if the condition is untrue (i.e., a condition that does not exist in fact). Then decide if the sentence refers to present/future or past time.

1. __T__ If the weather is warm, we'll eat outdoors. [✓ present/future] past
2. __U__ If the weather were warm, we would eat outdoors. [✓ present/future] past
3. ____ If the weather had been warm, we would have eaten outdoors. present/future past
4. ____ If I had more money, I would work less. present/future past
5. ____ If I had had more money, I would have worked less. present/future past
6. ____ If I take time off from work, I feel more relaxed. present/future past
7. ____ If I hadn't had to work, I could have seen you. present/future past
8. ____ If I didn't have to work, I could see you. present/future past

☐ Exercise 15. Looking at grammar. (Charts 20-1 → 20-4)

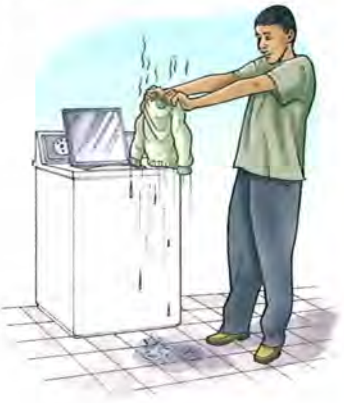
Complete each sentence with ***would do, will do,*** or ***would have done.***

1. Rita believes in hard work and wants her children to work hard. She always tells them, "If you work hard every day, you ____________________ well."
2. Scott is smart, but he doesn't work very hard. As a result, he is not very successful at his job. His co-workers often tell him, "If you worked hard every day, you ____________________ well."
3. Mark planned to study hard for a test yesterday, but some friends called, and he decided to go out with them. He didn't do well on his test the next day. His teacher told him, "If you had worked hard yesterday, you ____________________________ well on the test."

☐ Exercise 16. Looking at grammar. (Charts 20-1 → 20-4)

Complete the sentences with the verbs in parentheses.

1. If I (*have*) ________________ enough money, I will go with you.
2. If I (*have*) ________________ enough money, I would go with you.
3. If I (*have*) ________________ enough money, I would have gone with you.
4. If the weather is nice tomorrow, we (*go*) ____________________ to the zoo.
5. If the weather were nice today, we (*go*) ____________________ to the zoo.
6. If the weather had been nice yesterday, we (*go*) ________________________ to the zoo.
7. If Sally (*be*) ________________ at home tomorrow, I am going to visit her.
8. Jim isn't home right now. If he (*be*) ____________ at home right now, I (*visit*) ____________________ him.
9. Linda wasn't at home yesterday. If she (*be*) ________________ at home yesterday, I (*visit*) ____________________________ her.
10. Last night Alex ruined his sweater when he washed it. If he (*read*) ________________ the label, he (*wash, not*) ____________________________ it in hot water.



☐ Exercise 17. Looking at grammar. (Charts 20-1 → 20-4)

Answer the questions with *yes* or *no.*

1. If the weather had been good yesterday, we would not have canceled the picnic.

   a. Was the picnic canceled? ___yes___

   b. Was the weather good? ___no___

2. If I had an envelope and a stamp, I would mail this letter today.

   a. Do I have an envelope and a stamp right now? ________

   b. Do I want to mail this letter today? ________

   c. Am I going to mail this letter today? ________

3. Ann would have made it to class on time this morning if the bus hadn't been late.

   a. Did Ann try to make it to class on time? ________

   b. Did Ann make it to class on time? ________

   c. Was the bus late? ________

4. If I didn't have any friends, I would be lonely.

   a. Am I lonely? ________

   b. Do I have friends? ________

☐ Exercise 18. Let's talk. (Chart 20-4)

Work with a partner. Speaker A gives the cue. Speaker B begins the response with ***But if I had known***.

Example:

SPEAKER A (*book open*): There was a test yesterday. You didn't know that, so you didn't study.
SPEAKER B (*book closed*): But if I had known (that there was a test yesterday), I would have studied.

1. Your friend was in the hospital. You didn't know that, so you didn't visit her.
2. I've never met your friend. You didn't know that, so you didn't introduce me.
3. There was a meeting last night. You didn't know that, so you didn't go.
4. Your friend's parents are in town. You didn't know that, so you didn't invite them to dinner.

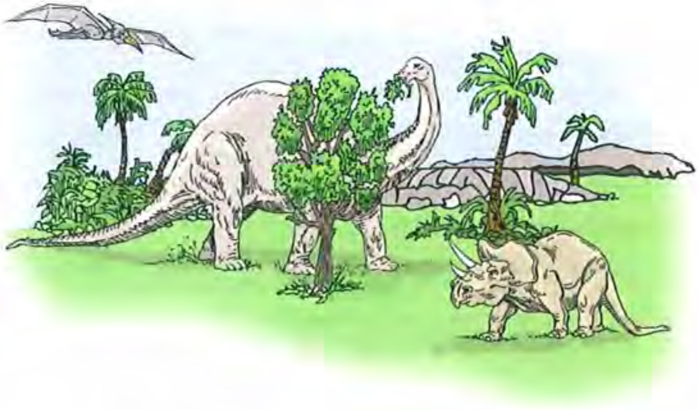
Change roles.

5. I wanted to go to the soccer game. You didn't know that, so you didn't buy a ticket for me.
6. I was at home last night. You didn't know that, so you didn't visit me.
7. Your sister wanted a gold necklace for her birthday. You didn't know that, so you didn't buy her one.
8. I had a problem. You didn't know that, so you didn't offer to help.

☐ Exercise 19. Let's listen and talk. (Chart 20-4)

CD 2
Track 32

Part I. Answer this question: Why do you think dinosaurs became extinct? Then close your book and listen to the short talk on dinosaurs.



Part II. Open your book and read the statements. Circle "T" for true and "F" for false.

1. According to one theory, if an asteroid had collided with the earth, several disastrous changes in the earth's climate would have taken place. T F
2. This theory suggests that if an asteroid had not collided with the earth, dinosaurs would still exist. T F

Part III. Discuss these questions.

1. If dinosaurs still existed, what do you think the world would be like?
2. Would it be possible for dinosaurs and human beings to coexist on the same planet?

☐ Exercise 20. Listening. (Charts 20-1 → 20-4)

CD 2
Track 33

In conditional sentences, /h/ is often dropped in the auxiliary verbs ***have*** and ***had***. Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

SITUATION: Jon told several good friends a lie, and they recently found out. Here are their reactions:

Example: You will hear: If he had been truthful, he wouldn't have lost my trust.
You will write: ___*If he had been*___ truthful, ___*he wouldn't have lost*___ my trust.

1. ______________________ the truth sooner, ______________________ differently.
2. ______________________ him, ______________________ so foolish.
3. ______________________ me what a great guy Jon was, ______________________
______________________ him so easily.
4. ______________________ another person, ______________________ so shocked.
5. ______________________ , ______________________ more respect for him.

☐ Exercise 21. Looking at grammar. (Charts 20-1 → 20-4)

Complete the sentences with the verbs in parentheses.

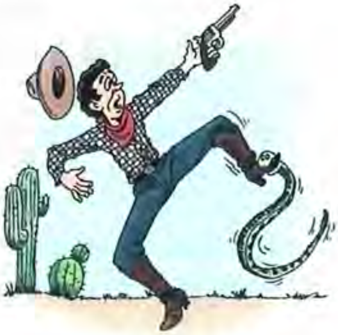
1. You should tell your father exactly what happened. If I (*be*) ____________ you, I (*tell*) ____________ him the truth as soon as possible.

2. If I (*have*) ____________ my camera with me yesterday, I (*take*) ____________ a picture of Alex standing on his head.

3. I'm almost ready to plant my garden. I have a lot of seeds. Maybe I have more than I need. If I (*have*) ____________ more seeds than I need, I (*give*) ____________ some to my neighbor.

4. George has only two pairs of socks. If he (*have*) ____________ more than two pairs of socks, he (*have to, not*) ____________ wash his socks so often.

5. The cowboy pulled his gun to shoot at the rattlesnake, but he was too late. If he (*be*) ____________ quicker to pull the trigger, the snake (*bite, not*) ____________ him on the foot. It's a good thing he was wearing heavy leather boots.



6. What (*we, use*) ____________ to look at ourselves when we comb our hair if we (*have, not*) ____________ mirrors?

7. It's been a long drought. It hasn't rained for over a month. If it (*rain, not*) ____________ soon, a lot of crops (*die*) ____________. If the crops (*die*) ____________, many people (*go*) ____________ hungry this coming winter.

8. A: Shhh! Your father is taking a nap. Uh-oh. You woke him up.
   B: Gee, I'm sorry, Mom. If I (*realize*) ____________ he was sleeping, I (*make, not*) ____________ so much noise when I came in.

9. A: Since I broke my foot, I haven't been able to get to the basement to wash my clothes.
   B: Why didn't you say something? I (*come*) ____________ over and (*wash*) ____________ them for you if you (*tell*) ____________ me.
   A: I know you (*come*) ____________ right away if I (*call*) ____________ you. I guess I didn't want to bother you.
   B: Nonsense! What are good neighbors for?

☐ Exercise 22. Listening. (Charts 20-1 → 20-4)

Listen to the statements and answer the questions.

CD 2
Track 34

Example: You will hear: If Bob had asked me to keep the news about his marriage a secret, I wouldn't have told anybody. I know how to keep a secret.

You will answer: a. Did I tell anybody the news? ___yes___

b. Did Bob ask me to keep it a secret? ___no___

1. a. Am I going to go to the art museum? ________
   b. Do I have enough time? ________
2. a. Did Mrs. Jones receive immediate medical attention? ________
   b. Did she die? ________
3. a. Am I a carpenter? ________
   b. Do I want to build my own house? ________
   c. Am I going to build my own house? ________
4. a. Was the hotel built to withstand an earthquake? ________
   b. Did the hotel collapse? ________

☐ Exercise 23. Looking at grammar. (Charts 20-1 → 20-4)

Complete each sentence with an appropriate auxiliary verb.

1. I don't have a pen, but if I ___did___, I would lend it to you.
2. He is busy right now, but if he ___weren't___, he would help us.
3. I didn't vote in the election, but if I ___had___, I would have voted for Senator Todd.
4. I don't have enough money, but if I ____________, I would buy that book.
5. The weather is cold today, but if it ____________, I'd go swimming.
6. She didn't come, but if she ____________, she would have met my brother.
7. I'm not a good cook, but if I ____________, I would make all of my own meals.
8. He didn't go to a doctor, but if he ____________, the cut on his hand wouldn't have gotten infected.
9. I always pay my bills. If I ____________, I'd get in a lot of trouble.
10. Helium is lighter than air. If it ____________, a helium-filled balloon wouldn't float upward.
11. I called my husband to tell him I would be late. If I ____________, he would have gotten worried about me.

☐ Exercise 24. Let's talk: pairwork. (Charts 20-1 → 20-4)

Work with a partner. Speaker A asks the questions. Speaker B begins the answers with ***No, but***.

Example:
SPEAKER A (*book open*): Do you have a dollar?
SPEAKER B (*book closed*): No, but if I did (No, but if I had a dollar), I would lend it to you.

1. Are you rich?
2. Do you have a car?
3. Are you a bird?
4. Did you forget to bring a pen to class today?
5. Do you have your own airplane?
6. Are you the teacher of this class?

Change roles.

7. Are you at home right now?
8. Do you speak (*another language*)?
9. Did you forget to bring your grammar book to class today?
10. Is the weather hot/cold today?
11. Do you live in (*a different city*)?
12. Are you hungry?

☐ Exercise 25. Warm-up. (Chart 20-5)

Match the true or factual sentences in Column A to the conditional sentences in Column B.

Column A	**Column B**
1. I was painting my apartment when you asked me to go to a movie.	a. If I weren't painting my apartment, I would go to a movie with you.
2. I am painting my apartment right now.	b. If I hadn't been painting my apartment, I would have gone to a movie with you.

20-5 Using Progressive Verb Forms in Conditional Sentences

Notice the use of progressive verb forms in these examples. Even in conditional sentences, progressive verb forms are used in progressive situations. (See Chart 1-2, p. 3, for a discussion of progressive verbs.)

(a) True: It ***is raining*** right now, so I *will not go* for a walk.
(b) Conditional: If it ***were not raining*** right now, I *would go* for a walk.

(c) True: It ***was raining*** yesterday afternoon, so I *did not go* for a walk.
(d) Conditional: If it ***had not been raining***, I *would have gone* for a walk.

☐ Exercise 26. Looking at grammar. (Chart 20-5)

Change the statements to conditional sentences.

1. You weren't listening, so you didn't understand the directions. But . . . .
   → *if you had been listening, you would have understood the directions.*
2. You aren't wearing a coat, so you're cold. But . . . .
3. Joe got a ticket because he was driving too fast. But . . . .
4. I'm enjoying myself, so I won't leave. But . . . .
5. You were sleeping, so I didn't tell you the news as soon as I heard it. But . . . .

☐ Exercise 27. Looking at grammar. (Chart 20-5)

Complete each sentence with the correct form of the verb in parentheses. Make untrue or contrary-to-fact statements.

1. It's snowing. We can't go to the park.

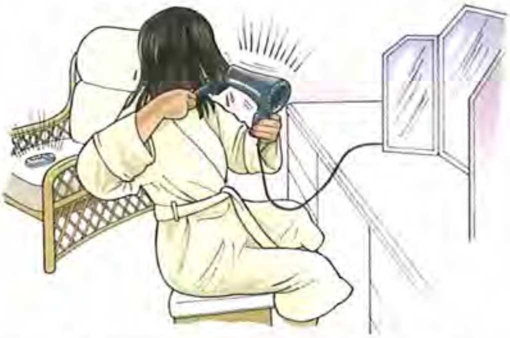
   If it (*snow*) ___*weren't snowing*___, we could go to the park.

2. It wasn't snowing. We went to the park.

   If it (*snow*) ___*had been snowing*___, we wouldn't have gone to the park.

3. Elena just got out of the shower. She's drying her hair with a hair dryer, so she can't hear the phone ring.

   If Elena (*dry*) ____________ her hair, she could hear the phone ring.



4. Elena was waiting for a phone call from Tom, but as it happened, she was drying her hair when he called and couldn't hear the phone ring.

   If Elena (*dry*) ____________ her hair when Tom called, she could have heard the phone ring.

5. Max is at a party at his friend's apartment, but he's not having any fun. He wants to leave.

   Max wouldn't want to leave early if he (*have*) ____________ fun.

6. Mrs. Chang was talking on her cell phone while she was driving and wasn't paying enough attention to traffic. When the car in front of her stopped, she crashed into it.

   If Mrs. Chang (*talk*) ____________ on her cell phone, she probably wouldn't have gotten into an accident.

☐ Exercise 28. Warm-up. (Chart 20-6)

Choose the correct time words.

1. If I had done my homework (*now* / *earlier*), I would know the answers (*now* / *earlier*).
2. Anita wouldn't be sick (*now* / *earlier*) if she had followed the doctor's orders (*now* / *earlier*).

20-6 Using "Mixed Time" in Conditional Sentences

Frequently the time in the *if*-clause and the time in the result clause are different: one clause may be in the present and the other in the past. Notice that past and present times are mixed in these sentences.

(a) True: I *did not eat* breakfast several hours ago, so I *am* hungry now.
(b) Conditional: If I *had eaten* breakfast several hours ago, I *would not be* hungry now.
(past) (present)

(c) True: He *is not* a good student. He *did not study* for the test yesterday.
(d) Conditional: If he *were* a good student, he *would have studied* for the test yesterday.
(present) (past)

☐ Exercise 29. Looking at grammar. (Chart 20-6)

Change the statements to conditional sentences. Begin each one with ***But***.

1. I'm hungry now because I didn't eat dinner.
   → *But if I'd eaten dinner, I wouldn't be hungry now.*
2. The room is full of flies because you left the door open.
3. You are tired this morning because you didn't go to bed at a reasonable hour last night.
4. I didn't finish my report yesterday, so I can't begin a new project today.
5. I'm not you, so I didn't tell him the truth.
6. I don't know anything about plumbing, so I didn't fix the leak in the sink myself.
7. Anita got sick because she didn't follow the doctor's orders.

☐ Exercise 30. Warm-up. (Chart 20-7)

The following sentences are correct. Make sentences with the same meaning using ***if***. Notice the order of the words in blue.

1. Were I the teacher, I would give fewer tests.
2. Had I known about your problem, I would have helped you.
3. Should anyone come, please tell them I'm asleep.

20-7 Omitting *If*

(a) *Were I* you, I wouldn't do that. (b) *Had I known,* I would have told you. (c) *Should anyone call,* please take a message.	With ***were***, ***had*** (past perfect), and ***should***, sometimes ***if*** is omitted and the subject and verb are inverted. In (a): ***Were I you*** = *if I were you* In (b): ***Had I known*** = *if I had known* In (c): ***Should anyone call*** = *if anyone should call*

☐ Exercise 31. Looking at grammar. (Chart 20-7)

Make sentences with the same meaning by omitting ***if***.

1. If you should need more money, go to the bank before six o'clock.
   → *Should you need more money, go to the bank before six o'clock.*
2. If I were you, I wouldn't do that.
3. If they had realized the danger, they would have done it differently.
4. If I were your teacher, I would insist you do better work.
5. If you should change your mind, please let me know immediately.
6. She would have gotten the job if she had been better prepared.
7. Your boss sounds like a real tyrant. If I were you, I would look for another job.
8. I'll be out of the office until June 12th. If you should need to reach me, I'll be at our company headquarters in Seoul.
9. The artists and creative thinkers throughout the history of the world have changed all of our lives. If they had not dared to be different, the history of civilization would have to be rewritten.
10. If there should be a global nuclear war, life on earth as we know it would end forever.

☐ Exercise 32. Listening. (Chart 20-7)

Choose the sentence that best expresses the meaning of the sentence you hear.

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Example: You will hear: Should you need help, I'll be in the room next door.
You will choose: a. I'll be helping others in the room.
[✓ b.] I'm available to help you.
c. You shouldn't ask me for help.
d. Do you need help from me?

1. a. I get a lot of speeding tickets.
   b. I was driving too fast.
   c. I like to drive fast.
   d. I didn't get a ticket.

2. a. You shouldn't call me on my cell.
   b. Did you have questions?
   c. Call me soon.
   d. Call me if you have questions.

3. a. We're glad you told us.
   b. We were happy to help you.
   c. We needed to know earlier.
   d. Why did you tell us so soon?

4. a. I took the fastest way to the theater.
   b. I didn't take the fastest way.
   c. The theater was too far away.
   d. I took several different routes.

5. a. We stayed home.
   b. We didn't stay home.
   c. Someone warned us.
   d. Several people warned us.

6. a. Are we rich?
   b. Rich people live in houses overlooking the ocean.
   c. We aren't rich.
   d. We live in a house overlooking the ocean.

☐ Exercise 33. Warm-up. (Chart 20-8)

Read the paragraph. Check (✓) the sentences that are true.

One night a fire started in Janet's apartment. A blanket on the sofa got too close to an electric heater. Janet was in a deep sleep and wasn't aware of the fire. Fortunately, her neighbors saw smoke coming out of the window and threw rocks at her bedroom window to wake her up. Janet was very grateful that she wasn't killed or injured in the fire.

1. ____ Janet would have kept sleeping, but the neighbors woke her up.
2. ____ Janet would have awakened without her neighbors' help.
3. ____ Janet was awakened by her neighbors; otherwise, she wouldn't have woken up.

20-8 Implied Conditions

(a) I ***would have gone*** with you, *but I had to study.* (b) I never ***would have succeeded*** *without your help.*	Often the *if*-clause is implied, not stated. Conditional verbs are still used in the result clause. In (a): the implied condition = *if I hadn't had to study* In (b): the implied condition = *if you hadn't helped me*
(c) She ran; *otherwise,* she ***would have missed*** her bus.	Conditional verbs are frequently used following ***otherwise.*** In (c), the implied *if*-clause = *if she had not run*

☐ Exercise 34. Looking at grammar. (Chart 20-8)

Identify the implied conditions by making sentences using *if*-clauses.

1. I would have visited you, but I didn't know that you were at home.
   → *I would have visited you if I had known you were at home.*
2. It wouldn't have been a good meeting without Rosa.
   → *It wouldn't have been a good meeting if Rosa hadn't been there.*
3. I would have answered the phone, but I didn't hear it ring.
4. I couldn't have finished the work without your help.
5. I like to travel. I would have gone to Nepal last summer, but I didn't have enough money.
6. I stepped on the brakes. Otherwise, I would have hit the child on the bicycle.
7. Olga turned down the volume on the CD player. Otherwise, the neighbors probably would have called to complain about the noise.
8. Tarek would have finished his education, but he had to quit school and find a job in order to support his family.

☐ Exercise 35. Listening. (Chart 20-8)

CD 2
Track 36

Choose the statement (a. or b.) that is true for each sentence you hear. In some cases both answers are correct.

Example: You will hear: I canceled your dentist appointment for Tuesday. Otherwise, you would have had two appointments in one day.

You will choose: a. I thought you needed two appointments.
[✓ b.] I didn't think you wanted two appointments.

1. a. If I had had your number, I would have called.
   b. I didn't have your number; otherwise, I would have called.
2. a. If my parents hadn't helped me, I wouldn't have gone to college.
   b. If I hadn't gone to college, my parents wouldn't have helped me.
3. a. I picked up your clothes.
   b. I wasn't able to pick up your clothes.
4. a. If someone had told us about the party, we would have come.
   b. We came to the party even though you didn't tell us about it.
5. a. If I'd had your advice, I would have known what to do.
   b. Because of your advice, I knew what to do.

☐ Exercise 36. Looking at grammar. (Charts 20-1 → 20-8)

Complete each sentence with the verb in parentheses. Some of the verbs are passive.

1. If I could speak Japanese, I (*spend*) ______________________________ next year studying in Japan.
2. Had I known Mr. Jung was in the hospital, I (*send*) ______________________________ him a note and some flowers.
3. We will move into our new house next month if it (*complete*) ______________________________ ______________________________ by then.

4. It's too bad that it's snowing. If it (*snow, not*) ______________________, we could go for a drive.

5. I was very tired. Otherwise, I (*go*) ______________________ to the party with you last night.

6. I'm glad I have so many friends and such a wonderful family. Life without friends or family (*be*) ____________________ lonely for me.

7. If you (*sleep, not*) ______________________ last night when we arrived, I would have asked you to go with us, but I didn't want to wake you up.

8. Bill has such a bad memory that he (*forget*) ______________________ his head if it (*be, not*) _______________ attached to his body.

9. A: What would you be doing right now if you (*be, not*) __________________________ in class?
   B: I (*sleep*) ______________________.

10. A: Boy, is it ever hot today!
    B: You said it! If there (*be*) _______________ only a breeze, it (*be, not*) _____________ _____________ quite so unbearable.

11. A: Hi. Sorry I'm late.
    B: That's okay.
    A: I (*be*) ______________________ here sooner, but I had car trouble.

12. A: Want to ride on the roller coaster?
    B: No way! I (*ride, not*) ____________________ on the roller coaster even if you paid me a million dollars!

13. A: Are you coming to the party?
    B: I don't think so, but if I change my mind, I (*tell*) _______________ you.

☐ **Exercise 37. In your own words.** (Charts 20-1 → 20-8)
Complete the sentences with your own words, either orally or in writing. If written, add commas as necessary.

1. If it hadn't rained . . . .
2. If it weren't raining . . . .
3. You would have passed the test had . . . .
4. It's a good thing we took a map with us. Otherwise . . . .

5. Without electricity modern life . . . .
6. If you hadn't reminded me about the meeting tonight . . . .
7. Should you need any help . . . .
8. If I could choose any profession I wanted . . . .
9. If I were at home right now . . . .
10. Without your help yesterday . . . .
11. Were I you . . . .
12. What would you do if . . . .
13. If I had the chance to live my childhood over again . . . .
14. Had I known . . . .
15. Can you imagine what life would be like if . . . .

☐ Exercise 38. Let's talk. (Charts 20-1 → 20-8)

Explain what you would do in these circumstances. Work in pairs or small groups.

Example:
SPEAKER A (*book open*): Suppose the student sitting next to you drops her pen. What would you do?
SPEAKER B (*book closed*): I would pick it up for her.

1. Suppose/pretend there is a fire in this building right now. What would you do?
2. Suppose there is a fire in your room or apartment or house. You have time to save only one thing. What would you save?
3. Suppose you go to the bank to cash a check for (twenty dollars). The bank teller cashes your check and you leave, but when you count the money, you find she gave you (thirty dollars) instead of (twenty). What would you do?
4. Same situation, but she gave you only (fifteen dollars) instead of (twenty).
5. John was cheating during an examination. Suppose you were the teacher and you saw him. What would you have done?
6. You are at a party. A man starts talking to you, but he is speaking so fast that you can't catch what he is saying. What would you do?
7. Late at night you're driving your car down a deserted street. You're all alone. In an attempt to avoid a dog in the road, you swerve and hit a parked car. You know that no one saw you. What would you do?
8. Ricardo goes to a friend's house for dinner. His friend serves a dish that he can't stand/doesn't like at all. What if you were Ricardo?
9. Suppose you go to another city to visit a friend. You have never been there before. Your friend said he would meet you at the airport, but he's not there. You wait a long time, but he never shows up. You try to call him, but nobody answers the phone. Now what?

☐ Exercise 39. Warm-up. (Chart 20-9)

Which sentences are true for you? Circle *yes* or *no*. What do you notice about the words in blue?

1. I wish I were someplace else right now. yes no
2. I wish I could travel all around the world next year. yes no
3. I wish I had learned English when I was a child. yes no

20-9 Verb Forms Following *Wish*

Wish is used when the speaker wants reality to be different, to be exactly the opposite.

	"True" Statement	Verb Form Following *Wish*	
A Wish about the Future	(a) She *will not tell* me.	I *wish* (that) she *would tell* me.	***Wish*** is followed by a noun clause. (See Chart 12-5, p. 253.) Past verb forms, similar to those in conditional sentences, are used in the noun clause. For example, in (a): ***would,*** the past form of ***will,*** is used to make a wish about the future. In (d): the simple past (***knew***) is used to make a wish about the present. In (g): the past perfect (***had come***) is used to make a wish about the past.
	(b) He *isn't going to be* here.	I *wish* he *were going to be* here.	
	(c) She *can't come* tomorrow.	I *wish* she *could come* tomorrow.	
A Wish about the Present	(d) I *don't know* French.	I *wish* I *knew* French.	
	(e) It *is raining* right now.	I *wish* it *weren't raining* right now.	
	(f) I *can't speak* Japanese.	I *wish* I *could speak* Japanese.	
A Wish about the Past	(g) John *didn't come.*	I *wish* John *had come.**	
	(h) Mary *couldn't come.*	I *wish* Mary *could have come.*	

*Sometimes in very informal speaking: *I wish John **would have** come.*

☐ Exercise 40. Looking at grammar. (Chart 20-9)

Complete the sentences with an appropriate verb form.

1. Our classroom doesn't have any windows. I wish our classroom ___had___ windows.
2. The sun isn't shining. I wish the sun ________________ right now.
3. I didn't go shopping. I wish I ________________ shopping.
4. I don't know how to dance. I wish I ________________ how to dance.
5. It's cold today. I'm not wearing a coat. I wish I ________________ a coat.
6. I don't have enough money to buy that book. I wish I ________________ enough money.
7. I can't go with you tomorrow, but I wish I ________________.
8. My friend won't ever lend me his car. I wish he ________________ me his car for my date tomorrow night.
9. Mrs. Takasawa isn't coming to dinner with us tonight. I wish she ________________ ________________ to dinner with us.
10. The teacher is going to give an exam tomorrow. I wish he ________________ ________________ us an exam tomorrow.
11. You can't meet my parents. I wish you ________________ them, but they're out of town.
12. Khalid didn't come to the meeting. I wish he ________________ to the meeting.
13. I'm not lying on a sunny beach. I wish I ________________ on a sunny beach.

☐ Exercise 41. Let's talk: interview. (Chart 20-9)

Ask two classmates each question. Share some of their answers with the class.

1. What is something you can't do but you wish you could do?
2. What do you wish you were doing right now?
3. What is something you don't have but wish you had?
4. What is something that didn't happen yesterday but that you wish had happened?
5. What is something you don't know but wish you knew?
6. What is something that has never happened in your life but that you wish would happen?
7. What is something that happened in your life but that you wish had not happened?
8. What is something you have to do but wish you didn't have to do?
9. What is something that will not happen tomorrow but that you wish would happen?
10. What is something you were unable to do yesterday but you wish you could have done?

☐ Exercise 42. Looking at grammar. (Chart 20-9)

Complete the sentences with an appropriate auxiliary verb.

1. I'm not at home, but I wish I ___*were*___.
2. I don't know her, but I wish I ___*did*___.
3. I can't sing well, but I wish I ___*could*___.
4. I didn't go, but I wish I ___*had*___.
5. He won't talk about it, but I wish he ___*would*___.
6. I didn't read that book, but I wish I __________.
7. I want to go, but I can't. I wish I __________.
8. I don't have a bicycle, but I wish I __________.
9. He didn't buy a ticket to the game, but he wishes he __________.
10. It probably won't happen, but I wish it __________.
11. He isn't old enough to drive a car, but he wishes he __________.
12. They didn't go to the movie, but they wish they __________.
13. I don't have a driver's license, but I wish I __________.
14. I'm not living in an apartment, but I wish I __________.

☐ Exercise 43. Warm-up. (Chart 20-10)

Choose the correct time word for each sentence. What do you notice about the verbs in blue and the tenses?

1. Jim's neighbors play loud music. He wishes they were quieter (*now* / *soon*).
2. Jim's neighbors are going to move. He wishes they would move (*soon* / *last week*).

20-10 Using *Would* to Make Wishes about the Future

(a) It is raining. I *wish* it *would stop.* (*I want it to stop raining.*) (b) I'm expecting a call. I *wish* the phone *would ring.* (*I want the phone to ring.*)	***Would*** is usually used to indicate that the speaker wants something to happen or someone other than the speaker to do something in the future. The wish may or may not come true (be realized).
(c) It's going to be a good party. I *wish* you *would come.* (d) We're going to be late. I *wish* you *would hurry.*	In (c) and (d): ***I wish you would*** . . . is often used to make a request.

☐ **Exercise 44. Looking at grammar.** (Charts 20-9 and 20-10)

Use the given information to answer each pair of questions. Use ***wish*** + ***would***.

Example:

TOM: Why are you watching the telephone?

SUE: I'm waiting to hear from Sam. I want him to call me. I need to talk to him right now. We had an argument. I need to make sure everything's okay.

(a) What does Sue want to happen in the near future?
→ *She **wishes** the phone **would** ring.*

(b) What else does Sue wish?
→ *She **wishes** Sam **would** call her. She wishes she could talk to Sam right now. She probably wishes she and Sam hadn't had an argument.*

1. ANNA: Can't you come to the concert? Please change your mind. I'd really like you to come.

   YOKO: No, I can't. I have to work.

   (a) What does Anna want Yoko to do?
   (b) What else does Anna wish?

2. Helen is a neat and orderly person. Judy, her roommate, is messy. Judy never picks up after herself. She leaves dirty dishes in the sink. She drops her clothes all over the apartment. She never makes her bed. Helen nags Judy to pick up after herself.

   (a) What does Helen want Judy to do?
   (b) What does Judy probably wish?

☐ **Exercise 45. Listening.** (Charts 20-9 and 20-10)

Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

CD 2 Track 37

Example: You will hear: I wish I didn't need so much sleep. I could get so much more done in a day!

You will write: I wish I _____ *didn't need* _____ so much sleep.

1. Alice doesn't like her job as a nurse. She wishes ________________________________ to nursing school.

2. A: I wish ________________________________ go to work today.

   B: So do I. I wish ________________ a holiday.

3. We had a good time in the mountains over vacation. I wish ______________________ with us. If ______________________ with us, ______________________ a good time.

4. I know that something's bothering you. I wish ______________________ me what it is. Maybe I can help.

5. A: My feet are killing me! I wish ______________ more comfortable shoes.
   B: Yeah, me too. I wish ______________________ that we were going to have to walk this much.

☐ Exercise 46. Let's talk. (Charts 20-9 and 20-10)

Answer the questions. Use ***wish***. Work in pairs, in small groups, or as a class.

1. Where do you wish you were right now? What do you wish you were doing?
2. Are you pleased with the weather today, or do you wish it were different?
3. Look around this room. What do you wish were different?
4. Is there anything you wish were different about the place you are living?
5. What do you wish were different about this city/town?
6. What do you wish were different about this country?
7. What do you wish were different about a student's life? about a worker's life?
8. Your friend gave you his phone number, but you didn't write it down because you thought you would remember it. Now you have forgotten the number. What do you wish?
9. You didn't eat breakfast/lunch/dinner before you came to class. Now you are hungry. What do you wish?
10. (____) stayed up very late last night. Today she is tired and sleepy. What does she probably wish?

☐ Exercise 47. Let's talk or write. (Chapter 20)

Answer the questions, either orally or in writing. If orally, work in pairs, in small groups, or as a class.

1. If you could have free service for the rest of your life from a chauffeur, cook, housekeeper, or gardener, which would you choose? Why?
2. If you had to leave your country and build a new life, where would you go? Why?
3. If you had control of all medical research in the world and, by concentrating funds and efforts, could find the cure for only one disease in the next 25 years, which disease would you select? Why?
4. You have promised to spend an evening with your best friend. Then you discover you have the chance to spend the evening with (*name of a famous person*). Your friend is not invited. What would you do? Why?
5. Assume that you have a good job. If your boss told you to do something that you think is wrong, would you do it? Why or why not? (You understand that if you don't do it, you will lose your job.)
6. If you had to choose among perfect health, a loving family, and wealth (and you could have only one of the three during the rest of your life), which would you choose? Why?

Appendix

Supplementary Grammar Charts

UNIT A: Basic Grammar Terminology

A-1 Subjects, Verbs, and Objects

(a) $\underset{\text{(noun)}}{\overset{\text{S}}{\text{Birds}}}$ $\underset{\text{(verb)}}{\overset{\text{V}}{\text{fly}}}$. (b) The $\underset{\text{(noun)}}{\overset{\text{S}}{\text{baby}}}$ $\underset{\text{(verb)}}{\overset{\text{V}}{\text{cried}}}$. (c) The $\underset{\text{(noun)}}{\overset{\text{S}}{\text{student}}}$ $\underset{\text{(verb)}}{\overset{\text{V}}{\text{needs}}}$ a $\underset{\text{(noun)}}{\overset{\text{O}}{\text{pen}}}$. (d) My $\underset{\text{(noun)}}{\overset{\text{S}}{\text{friend}}}$ $\underset{\text{(verb)}}{\overset{\text{V}}{\text{enjoyed}}}$ the $\underset{\text{(noun)}}{\overset{\text{O}}{\text{party}}}$.	Almost all English sentences contain a subject (**S**) and a verb (**V**). The verb may or may not be followed by an object (**O**).
	VERBS: Verbs that are not followed by an object, as in (a) and (b), are called "intransitive verbs." Common intransitive verbs: *agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk.* Verbs that are followed by an object, as in (c) and (d), are called "transitive verbs." Common transitive verbs: *build, cut, find, like, make, need, send, use, want.* Some verbs can be either intransitive or transitive. Intransitive: *A student studies.* Transitive: *A student studies books.*
	SUBJECTS AND OBJECTS: The subjects and objects of verbs are nouns (or pronouns). Examples of nouns: *person, place, thing, John, Asia, pen, information, appearance, amusement.*

A-2 Adjectives

(a) Ann is an *intelligent* *student.* (adjective) (noun) (b) The *hungry* *child* ate fruit. (adjective) (noun)	Adjectives describe nouns. In grammar, we say that adjectives modify nouns. The word *modify* means "change a little." Adjectives give a little different meaning to a noun: *intelligent student, lazy student, good student.* Examples of adjectives: *young, old, rich, beautiful, brown, French, modern.*
(c) I saw some *beautiful* *pictures.* *INCORRECT:* beautiful~~s~~ pictures	An adjective is neither singular nor plural. A final ***-s*** is never added to an adjective.

A-3 Adverbs

(a) He walks *quickly*. (adverb) (b) She opened the door *quietly*. (adverb)	Adverbs modify verbs. Often they answer the question "How?" In (a): *How does he walk?* Answer: *Quickly.* Adverbs are often formed by adding ***-ly*** to an adjective. Adjective: *quick* Adverb: *quickly*
(c) I am *extremely* *happy.* (adverb) (adjective)	Adverbs are also used to modify adjectives, i.e., to give information about adjectives, as in (c).
(d) Ann will come *tomorrow*. (adverb)	Adverbs are also used to express time or frequency. Examples: *tomorrow, today, yesterday, soon, never, usually, always, yet.*
MIDSENTENCE ADVERBS: (e) Ann *always comes* on time. (f) Ann *is always* on time. (g) Ann *has always come* on time. (h) *Does she always come* on time?	Some adverbs may occur in the middle of a sentence. Midsentence adverbs have usual positions; they • come in front of simple present and simple past verbs (except ***be***), as in (e); • follow ***be*** (simple present and simple past), as in (f); • come between a helping verb and a main verb, as in (g). In a question, a midsentence adverb comes directly after the subject, as in (h).

Common midsentence adverbs

ever
always

usually
often
frequently

generally
sometimes
occasionally

seldom
rarely
hardly ever

never
not ever

already
finally
just
probably

A-4 Prepositions and Prepositional Phrases

Common prepositions

about
above
across
after
against
along
among
around

at
before
behind
below
beneath
beside
besides
between

beyond
by
despite
down
during
for
from
in

into
like
near
of
off
on
out
over

since
through
throughout
till
to
toward(s)
under
until

up
upon
with
within
without

S V PREP O of PREP (a) The student studies *in* the *library.* (noun) S V O PREP O of PREP (b) We enjoyed the party *at* *your* *house.* (noun)	An important element of English sentences is the prepositional phrase. It consists of a preposition (PREP) and its object (O). The object of a preposition is a noun or pronoun. In (a): ***in the library*** is a prepositional phrase.
(c) We went *to the zoo* *in the afternoon.* (Place) (Time) (d) *In the afternoon,* we went to the zoo.	In (c): In most English sentences, "place" comes before "time." In (d): Sometimes a prepositional phrase comes at the beginning of a sentence.

A-5 The Verb *Be*

(a) John *is* ***a student***. (*be*) (noun) (b) John *is* ***intelligent***. (*be*) (adjective) (c) John *was* ***at the library***. (*be*) (prep. phrase)	A sentence with ***be*** as the main verb has three basic patterns: In (a): ***be*** + *a noun* In (b): ***be*** + *an adjective* In (c): ***be*** + *a prepositional phrase*
(d) Mary ***is** writing* a letter. (e) They ***were** listening* to some music. (f) That letter ***was** written* by Alice.	***Be*** is also used as an auxiliary verb in progressive verb tenses and in the passive. In (d): ***is*** = *auxiliary;* ***writing*** = *main verb*

Tense Forms of *Be*

	SIMPLE PRESENT	SIMPLE PAST	PRESENT PERFECT
Singular	*I* ***am***	*I* ***was***	*I* ***have been***
	you ***are***	*you* ***were***	*you* ***have been***
	he, she, it ***is***	*he, she, it* ***was***	*he, she, it* ***has been***
Plural	*we, you, they* ***are***	*we, you, they* ***were***	*we, you, they* ***have been***

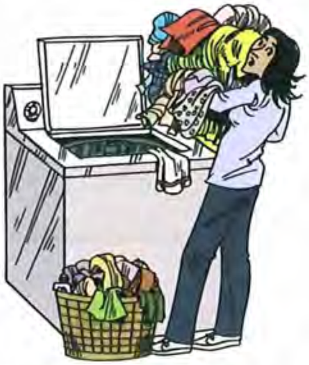
A-6 Linking Verbs

(a) The soup ***smells*** ***good***. (linking verb) (adjective) (b) This food ***tastes delicious***. (c) The children ***feel happy***. (d) The weather ***became cold***.	Other verbs like ***be*** that may be followed immediately by an adjective are called "linking verbs." An adjective following a linking verb describes the subject of a sentence.* Common verbs that may be followed by an adjective: • *feel, look, smell, sound, taste* • *appear, seem* • *become* (and *get, turn, grow* when they mean "become")

*COMPARE:

(1) *The man looks angry.* → An adjective (***angry***) follows ***look***. The adjective describes the subject (***the man***). ***Look*** has the meaning of "appear."

(2) *The man looked at me angrily.* → An adverb (***angrily***) follows ***look at***. The adverb describes the action of the verb. ***Look at*** has the meaning of "regard, watch."



Ann *is* ***at the laudromat***.
She ***looks*** very ***busy***.

UNIT B: Questions

B-1 Forms of Yes/No and Information Questions

A yes/no question = a question that may be answered by *yes* or *no*

A: Does he live in Chicago?
B: Yes, he does. OR No, he doesn't.

An information question = a question that asks for information by using a question word

A: Where does he live?
B: In Chicago.

Question word order = (*Question word*) + *helping verb* + *subject* + *main verb*

Notice that the same subject-verb order is used in both yes/no and information questions.

(Question Word)	Helping Verb	Subject	Main Verb	(Rest of Sentence)	
(a)	Does	she	live	there?	If the verb is in the simple present, use ***does*** (with *he, she, it*) or ***do*** (with *I, you, we, they*) in the question. If the verb is simple past, use ***did***. Notice: The main verb in the question is in its simple form; there is no final **-*s*** or **-*ed***.
(b) Where	does	she	live?		
(c)	Do	they	live	there?	
(d) Where	do	they	live?		
(e)	Did	he	live	there?	
(f) Where	did	he	live?		
(g)	Is	he	living	there?	If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question. There is no change in the form of the main verb. If the verb has more than one auxiliary, only the first auxiliary precedes the subject, as in (m) and (n).
(h) Where	is	he	living?		
(i)	Have	they	lived	there?	
(j) Where	have	they	lived?		
(k)	Can	Mary	live	there?	
(l) Where	can	Mary	live?		
(m)	Will	he	be living	there?	
(n) Where	will	he	be living?		
(o) Who	Ø	Ø	lives	there?	If the question word is the subject, usual question-word order is not used; ***does, do,*** and ***did*** are not used. The verb is in the same form in a question as it is in a statement. Statement: *Tom came.* Question: *Who came?*
(p) Who	can	Ø	come?		
(q)	Are	they	Ø	there?	Main verb ***be*** in the simple present (*am, is, are*) and simple past (*was, were*) precedes the subject. It has the same position as a helping verb.
(r) Where	are	they?	Ø		
(s)	Was	Jim	Ø	there?	
(t) Where	was	Jim?	Ø		

B-2 Question Words

	Question	Answer	
When	(a) *When* did they arrive? *When* will you come?	Yesterday. Next Monday.	***When*** is used to ask questions about *time*.
Where	(b) *Where* is she? *Where* can I find a pen?	At home. In that drawer.	***Where*** is used to ask questions about *place*.
Why	(c) *Why* did he leave early? *Why* aren't you coming with us?	Because he's ill. I'm tired.	***Why*** is used to ask questions about *reason*.
How	(d) *How* did you come to school? *How* does he drive?	By bus. Carefully.	***How*** generally asks about *manner*.
	(e) *How much* money does it cost? *How many* people came?	Ten dollars. Fifteen.	***How*** is used with ***much*** and ***many***.
	(f) *How old* are you? *How cold* is it? *How soon* can you get here? *How fast* were you driving?	Twelve. Ten below zero. In ten minutes. 50 miles an hour.	***How*** is also used with adjectives and adverbs.
	(g) *How long* has he been here? *How often* do you write home? *How far* is it to Miami from here?	Two years. Every week. 500 miles.	***How long*** asks about *length of time*. ***How often*** asks about *frequency*. ***How far*** asks about *distance*.
Who	(h) *Who* can answer that question? *Who* came to visit you?	I can. Jane and Eric.	***Who*** is used as the subject of a question. It refers to people.
	(i) *Who* is coming to dinner tonight? *Who* wants to come with me?	Ann, Bob, and Al. We do.	***Who*** is usually followed by a singular verb even if the speaker is asking about more than one person.
Whom	(j) *Who(m)* did you see? *Who(m)* are you visiting? (k) *Who(m)* should I talk *to*? *To whom* should I talk? (formal)	I saw George. My relatives. The secretary.	***Whom*** is used as the object of a verb or preposition. In everyday spoken English, ***whom*** is rarely used; ***who*** is used instead. ***Whom*** is used only in formal questions. NOTE: ***Whom***, not ***who***, is used if preceded by a preposition.
Whose	(l) *Whose* book did you borrow? *Whose* key is this? (*Whose* is this?)	David's. It's mine.	***Whose*** asks questions about *possession*.

(continued)

B-2 Question Words (continued)

	Question	Answer	
What	(m) ***What*** made you angry? ***What*** went wrong?	His rudeness. Everything.	***What*** is used as the subject of a question. It refers to things.
	(n) ***What*** do you need? ***What*** did Alice buy? (o) ***What*** did he talk *about*? *About* ***what*** did he talk? (formal)	I need a pencil. A book. His vacation.	***What*** is also used as an object.
	(p) ***What kind of*** soup is that? ***What kind of*** shoes did he buy?	It's bean soup. Sandals.	***What kind of*** asks about the particular variety or type of something.
	(q) ***What*** *did* you *do* last night? ***What*** *is* Mary *doing*?	I studied. Reading a book.	***What*** + *a form of* ***do*** is used to ask questions about activities.
	(r) ***What countries*** did you visit? ***What time*** did she come? ***What color*** is his hair?	Italy and Spain. Seven o'clock. Dark brown.	***What*** may accompany a noun.
	(s) ***What*** *is* Ed *like*? (t) ***What*** *is* the weather *like*?	He's kind and friendly. Hot and humid.	***What*** + ***be like*** asks for a general description of qualities.
	(u) ***What*** *does* Ed *look like*? (v) ***What*** *does* her house *look like*?	He's tall and has dark hair. It's a two-story,* red brick house.	***What*** + ***look like*** asks for a physical description.
Which	(w) I have two pens. ***Which pen*** do you want? ***Which one*** do you want? ***Which*** *do* you want? (x) ***Which book*** should I buy?	The blue one. That one.	***Which*** is used instead of ***what*** when a question concerns choosing from a definite, known quantity or group.
	(y) ***Which countries*** did he visit? ***What countries*** did he visit? (z) ***Which class*** are you in? ***What class*** are you in?	Peru and Chile. This class.	In some cases, there is little difference in meaning between ***which*** and ***what*** when they accompany a noun, as in (y) and (z).

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*American English: *a two-**story** house.*
British English: *a two-**storey** house.*

B-3 Shortened Yes/No Questions

(a) *Going to bed now? = Are you going to bed now?* (b) *Finish your work? = Did you finish your work?* (c) *Want to go to the movie with us? = Do you want to go to the movie with us?*	Sometimes in spoken English, the auxiliary and the subject ***you*** are dropped from a yes/no question, as in (a), (b), and (c).

B-4 Negative Questions

(a) *Doesn't she live* in the dormitory? (b) *Does she not live* in the dormitory? (very formal)	In a yes/no question in which the verb is negative, usually a contraction (e.g., *does + not = doesn't*) is used, as in (a). Example (b) is very formal and is usually not used in everyday speech. Negative questions are used to indicate the speaker's idea (i.e., what she/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).
(c) Bob returns to his dorm room after his nine o'clock class. Matt, his roommate, is there. Bob is surprised. Bob says, "*What are you doing here? Aren't you supposed to be in class now?*"	In (c): Bob believes that Matt is supposed to be in class now. *Expected answer:* **Yes**.
(d) Alice and Mary are at home. Mary is about to leave on a trip, and Alice is going to take her to the airport. Alice says, "*It's already two o'clock. We'd better leave for the airport. Doesn't your plane leave at three?*"	In (d): Alice believes that Mary's plane leaves at three. She is asking the negative question to make sure that her information is correct. *Expected answer:* **Yes**.
(e) The teacher is talking to Jim about a test he failed. The teacher is surprised that Jim failed the test because he usually does very well. The teacher says: "*What happened? Didn't you study?*"	In (e): The teacher believes that Jim did not study. *Expected answer:* **No**.
(f) Barb and Ron are riding in a car. Ron is driving. He comes to a corner where there is a stop sign, but he does not stop the car. Barb is shocked. Barb says, "*What's the matter with you? Didn't you see that stop sign?*"	In (f): Barb believes that Ron did not see the stop sign. *Expected answer:* **No**.

B-5 Tag Questions

(a) Jack *can* come, *can't* he? (b) Fred *can't* come, *can* he?	A tag question is a question added at the end of a sentence. Speakers use tag questions mainly to make sure their information is correct or to seek agreement.*

AFFIRMATIVE SENTENCE +	NEGATIVE TAG →	AFFIRMATIVE ANSWER EXPECTED
Mary *is* here,	*isn't* she?	Yes, she is.
You *like* tea,	*don't* you?	Yes, I do.
They *have left*,	*haven't* they?	Yes, they have.

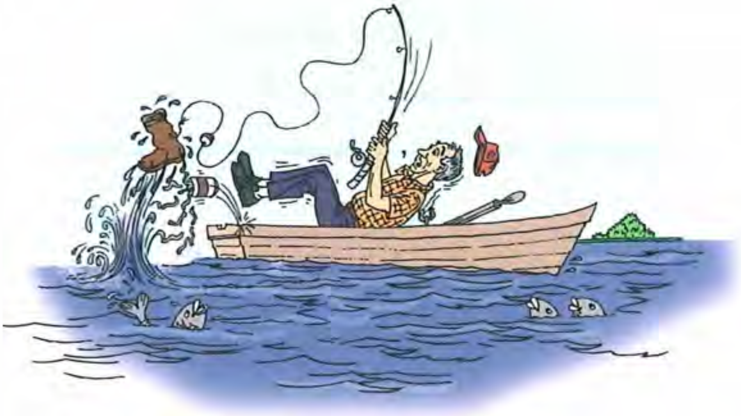
NEGATIVE SENTENCE +	AFFIRMATIVE TAG →	NEGATIVE ANSWER EXPECTED
Mary *isn't* here,	*is* she?	No, she isn't.
You *don't like* tea,	*do* you?	No, I don't.
They *haven't left*,	*have* they?	No, they haven't.

(c) *This*/*That* is your book, isn't *it*? *These*/*Those* are yours, aren't *they*?	The tag pronoun for ***this/that*** = ***it***. The tag pronoun for ***these/those*** = ***they***.
(d) *There is* a meeting tonight, *isn't there*?	In sentences with ***there*** + ***be***, ***there*** is used in the tag.
(e) *Everything* is okay, isn't *it*? (f) *Everyone* took the test, didn't *they*?	Personal pronouns are used to refer to indefinite pronouns. ***They*** is usually used in a tag to refer to ***everyone***, ***everybody***, ***someone***, ***somebody***, ***no one***, ***nobody***.
(g) *Nothing is* wrong, *is* it? (h) *Nobody called* on the phone, *did* they? (i) You*'ve never been* there, *have* you?	Sentences with negative words take affirmative tags.
(j) *I am* supposed to be here, *am I not*? (k) *I am* supposed to be here, *aren't I*?	In (j): ***am I not?*** is formal English. In (k): ***aren't I?*** is common in spoken English.

*A tag question may be spoken:

(1) with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct (e.g., *Ann lives in an apartment, doesn't she?*); OR

(2) with a falling intonation if the speaker is expressing an idea with which she/he is almost certain the listener will agree (e.g., *It's a nice day today, isn't it?*).



Jim ***could*** use some help, ***couldn't*** he?

UNIT C: Contractions

C Contractions

IN SPEAKING: In everyday spoken English, certain forms of ***be*** and auxiliary verbs are usually contracted with pronouns, nouns, and question words.

IN WRITING: (1) In written English, contractions with pronouns are common in informal writing, but they're not generally acceptable in formal writing.

(2) Contractions with nouns and question words are, for the most part, rarely used in writing. A few of these contractions may be found in quoted dialogue in stories or in very informal writing, such as a chatty letter to a good friend, but most of them are rarely if ever written.

In the following, quotation marks indicate that the contraction is frequently spoken but rarely, if ever, written.

	With Pronouns	**With Nouns**	**With Question Words**
am	*I'm* reading a book.	Ø	"*What'm*" I supposed to do?
is	*She's* studying. *It's* going to rain.	My "*book's*" on the table. *Mary's* at home.	*Where's* Sally? *Who's* that man?
are	*You're* working hard. *They're* waiting for us.	My "*books're*" on the table. The "*teachers're*" at a meeting.	"*What're*" you doing? "*Where're*" they going?
has	*She's* been here for a year. *It's* been cold lately.	My "*book's*" been stolen! *Sally's* never met him.	*Where's* Sally been living? *What's* been going on?
have	*I've* finished my work. *They've* never met you.	The "*books've*" been sold. The "*students've*" finished the test.	"*Where've*" they been? "*How've*" you been?
had	*He'd* been waiting for us. *We'd* forgotten about it.	The "*books'd*" been sold. "*Mary'd*" never met him before.	"*Where'd*" you been before that? "*Who'd*" been there before you?
did	Ø	Ø	"*What'd*" you do last night? "*How'd*" you do on the test?
will	*I'll* come later. *She'll* help us.	The "*weather'll*" be nice tomorrow. "*John'll*" be coming soon.	"*Who'll*" be at the meeting? "*Where'll*" you be at ten?
would	*He'd* like to go there. *They'd* come if they could.	My "*friends'd*" come if they could. "*Mary'd*" like to go there too.	"*Where'd*" you like to go?

UNIT D: Negatives

D-1 Using *Not* and Other Negative Words

(a) AFFIRMATIVE: The earth is round. (b) NEGATIVE: The earth is *not* flat.	***Not*** expresses a *negative* idea.
AUX + *NOT* + MAIN VERB (c) I *will* *not* *go* there. I *have* *not* *gone* there. I *am* *not* *going* there. I *was* *not* there. I *do* *not* *go* there. He *does* *not* *go* there. I *did* *not* *go* there.	***Not*** immediately follows an auxiliary verb or ***be***. NOTE: If there is more than one auxiliary, ***not*** comes immediately after the first auxiliary: *I **will not be** going there.* ***Do*** or ***does*** is used with ***not*** to make a simple present verb (except ***be***) negative. ***Did*** is used with ***not*** to make a simple past verb (except ***be***) negative.

Contractions of auxiliary verbs with *not*

are not = aren't*
cannot = can't
could not = couldn't
did not = didn't
does not = doesn't
do not = don't
has not = hasn't
have not = haven't
had not = hadn't
is not = isn't
must not = mustn't
should not = shouldn't
was not = wasn't
were not = weren't
will not = won't
would not = wouldn't

(d) I almost *never* go there. I have *hardly ever* gone there.	In addition to ***not***, the following are negative adverbs: *never, rarely, seldom* *hardly (ever), scarcely (ever), barely (ever)*
(e) There's *no* chalk in the drawer.	***No*** also expresses a negative idea.
COMPARE: *NOT* VS. *NO* (f) I *do not have* any money. (g) I have *no money*.	***Not*** is used to make a verb negative, as in (f). ***No*** is used as an adjective in front of a noun (e.g., *money*), as in (g). NOTE: Examples (f) and (g) have the same meaning.

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*Sometimes in spoken English you will hear "ain't." It means "am not," "isn't," or "aren't." *Ain't* is not considered proper English, but many people use *ain't* regularly, and it is also frequently used for humor.

D-2 Avoiding Double Negatives

(a) *INCORRECT:* I ~~don't~~ have ~~no~~ money. (b) *CORRECT:* I *don't* have *any money.* *CORRECT:* I have *no money.*	Sentence (a) is an example of a "double negative," i.e., a confusing and grammatically incorrect sentence that contains two negatives in the same clause. One clause should contain only one negative.*

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*Negatives in two different clauses in the same sentence cause no problems; for example:

*A person who **doesn't** have love **can't** be truly happy.*
*I **don't** know why he **isn't** here.*

D-3 Beginning a Sentence with a Negative Word

(a) *Never will I do* that again! (b) *Rarely have I eaten* better food. (c) *Hardly ever does he come* to class on time.	When a negative word begins a sentence, the subject and verb are inverted (i.e., question word order is used).*

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*Beginning a sentence with a negative word is relatively uncommon in everyday usage; it is used when the speaker/writer wishes to emphasize the negative element of the sentence and be expressive.

UNIT E: Preposition Combinations

E Preposition Combinations with Adjectives and Verbs

A *be* absent from
be accused of
be accustomed to
be acquainted with
be addicted to
be afraid of
agree with
be angry at, with
be annoyed with, by
apologize for
apply to, for
approve of
argue with, about
arrive in, at
be associated with
be aware of

B believe in
blame for
be blessed with
be bored with, by

C *be* capable of
care about, for
be cluttered with
be committed to
compare to, with
complain about, of
be composed of
be concerned about
be connected to
consist of
be content with
contribute to
be convinced of
be coordinated with
count (up)on
be covered with
be crowded with

D decide (up)on
be dedicated to
depend (up)on
be devoted to
be disappointed in, with
be discriminated against
distinguish from
be divorced from
be done with
dream of, about
be dressed in

E *be* engaged in, to
be envious of
be equipped with
escape from
excel in, at
be excited about
excuse for
be exhausted from
be exposed to

F *be* faithful to
be familiar with
feel like
fight for
be filled with
be finished with
be fond of
forget about
forgive for
be friendly to, with
be frightened of, by
be furnished with

G *be* gone from
be grateful to, for
be guilty of

H hide from
hope for

I *be* innocent of
insist (up)on
be interested in
introduce to
be involved in

J *be* jealous of

K keep from
be known for

L *be* limited to
be located in
look forward to

M *be* made of, from
be married to

O object to
be opposed to

P participate in
be patient with
be pleased with
be polite to
pray for
be prepared for
prevent from
prohibit from
be protected from
be proud of
provide with

Q *be* qualified for

R recover from
be related to
be relevant to
rely (up)on
be remembered for
rescue from
respond to
be responsible for

S *be* satisfied with
be scared of, by
stare at
stop from
subscribe to
substitute for
succeed in

T take advantage of
take care of
talk about, of
be terrified of, by
thank for
think about, of
be tired of, from

U *be* upset with
be used to

V vote for

W *be* worried about

UNIT F: The Subjunctive in Noun Clauses

F Using the Subjunctive in Noun Clauses

(a) The teacher *demands* that we *be* on time. (b) I *insisted* that he *pay* me the money. (c) I *recommended* that she *not go* to the concert. (d) *It is important* that they *be told* the truth.	A subjunctive verb uses the simple form of a verb. It does not have present, past, or future forms; it is neither singular nor plural. Sentences with subjunctive verbs generally *stress importance or urgency.* A subjunctive verb is used in *that*-clauses that follow the verbs and expressions listed below. In (a): ***be*** is a subjunctive verb; its subject is ***we***. In (b): ***pay*** (not *pays*, not *paid*) is a subjunctive verb; it is in its simple form, even though its subject (***he***) is singular. Negative: ***not*** + *simple form*, as in (c). Passive: *simple form of* ***be*** + *past participle*, as in (d).
(e) I *suggested* that she *see* a doctor. (f) I *suggested* that she *should see* a doctor.	***Should*** is also possible after ***suggest*** and ***recommend***.*

Common verbs and expressions followed by the subjunctive in a noun clause

advise (that)
ask (that)
demand (that)
insist (that)
propose (that)
recommend (that)
request (that)
suggest (that)
it is critical (that)
it is essential (that)
it is imperative (that)
it is important (that)
it is necessary (that)
it is vital (that)

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*The subjunctive is more common in American English than British English. In British English, ***should*** + *simple form* is more usual than the subjunctive: *The teacher* ***insists*** *that we* ***should be*** *on time.*

UNIT G: Troublesome Verbs

G *Raise / Rise, Set / Sit, Lay / Lie*

Transitive	**Intransitive**	
(a) *raise, raised, raised* Tom *raised his hand*.	(b) *rise, rose, risen* The sun *rises* in the east.	***Raise***, ***set***, and ***lay*** are *transitive* verbs; they are followed by an object. ***Rise***, ***sit***, and ***lie*** are intransitive; they are NOT followed by an object.* In (a): ***raised*** is followed by the object ***hand***. In (b): ***rises*** is not followed by an object. NOTE: ***Lay*** and ***lie*** are troublesome for native speakers too and are frequently misused. ***lay*** = *put* ***lie*** = *recline*
(c) *set, set, set* I *will set the book* on the desk.	(d) *sit, sat, sat* I *sit* in the front row.	
(e) *lay, laid, laid* I *am laying the book* on the desk.	(f) *lie,*** *lay, lain* He *is lying* on his bed.	

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*See Appendix Chart A-1 for information about transitive and intransitive verbs.

Lie is a regular verb (*lie, lied*) when it means "not tell the truth": *He* ***lied*** *to me about his age.*

Listening Script

Please note: You may want to pause the audio after each item or in longer passages so that there is enough time to complete each task.

Chapter 1: Overview of Verb Tenses

Exercise 4, p. 2.

1. I cooked my own dinner last night.
2. I bought a textbook yesterday.
3. I get on the internet every day.
4. I will be home tonight.
5. I am going to watch a movie this weekend.

Exercise 6, p. 3.

1. At midnight last night, I was sleeping.
2. Right now I am thinking about grammar.
3. Tomorrow I will be sitting in class at this time.
4. Tonight at 9:00, I will be watching TV.
5. Last night at 9:00, I was watching TV.

Exercise 8, p. 4.

1. I have done my homework already.
2. Before I went to bed last night, I had done all my homework.
3. By the time I finish this chapter, I will have done several verb exercises.
4. I have studied all the English verb tenses.
5. Before I began this class, I had studied all the English verb tenses.

Exercise 15, p. 9.

1. Hoped. We hoped to see you last week. Hoped.
2. Stopped. The rain finally stopped. Stopped.
3. Waiting. The taxi is waiting. Waiting.
4. Sitting. He's sitting in a taxi. Sitting.
5. Started. The movie started late. Started.
6. Happened. What happened yesterday? Happened.
7. Planning. We're planning a birthday party. Planning.
8. Enjoyed. We enjoyed our vacation. Enjoyed.
9. Worried. We worried about you. Worried.
10. Studying. I'm studying English. Studying.

Exercise 18, p. 12.

1. We are renting an apartment in the city.
2. We preferred to rent and see how we liked city life.
3. The earthquake destroyed the town.
4. Our children visited their grandparents.
5. We gained a little weight on our vacation.
6. I'm planning a short trip this summer.
7. I'm taking a few weeks off from work.
8. Right now I am replying to several emails.
9. I'm done. I replied to all of them.

Chapter 2: Present and Past; Simple and Progressive

Exercise 5, p. 15.

1. Hey, look out the window! It's raining . . .
2. We get a lot of rain here . . .
3. Besides the rain, it also snows here a little . . .
4. Did you hear? We can go skiing this weekend. It's snowing in the mountains . . .
5. We go hiking a lot. We especially like to hike in the mountains . . .
6. Our son is spending some time in the mountains . . .

Exercise 12, p. 22.

1. Did she lose her notebook?
2. Did she forget her homework?
3. Did she make a lot of mistakes on the writing test?
4. Did she write several words incorrectly?
5. Did she take another student's homework to copy?
6. Did he do his homework?
7. Did he understand the homework?
8. Did he bring his homework to class?
9. Did he get a good grade on the test?
10. Did he know all the answers on the test?
11. Did she begin class on time?
12. Did she speak clearly?
13. Did she give a fair test?
14. Did she spend extra time helping her students?
15. Did she tell her students jokes?
16. Did she teach her students a song?
17. Did she sing with her students?

Exercise 14, p. 23.

1. Did they swim in the water?
2. Did they stand in the waves?
3. Did they fall down in the waves?
4. Did they run barefoot on the sand?
5. Did they lie in the sun?
6. Did they wear sunscreen?
7. Did they dig in the sand?
8. Did they build giant sandcastles?
9. Did they write their names in the sand?
10. Did they draw pictures in the sand?
11. Did they hide their feet in the sand?
12. Did they sing songs?
13. Did some bees sting them?
14. Did they see the sunset?

Exercise 16, p. 24.

1. Did she wake up sick?
2. Did she catch a cold?
3. Did her head hurt?
4. Did she take her temperature?
5. Did she have a fever?
6. Did she feel bad?
7. Did she keep her pajamas on?
8. Did she lie on the couch?
9. Did she sleep for several hours?
10. Did she dream about scary things?
11. Did she eat some chicken soup?
12. Did she speak to the doctor?
13. Did she take some medicine?
14. Did she read the instructions on the label?

Exercise 18, p. 25.

1. Yesterday I felt . . .
2. Yesterday Mr. Jones taught . . .
3. Did you fill . . .
4. The children drew . . .
5. The man hid . . .
6. One student withdrew . . .
7. When I was cooking dinner, I burnt . . .
8. Did you shrink . . .
9. The audience wept . . .
10. The plants grew . . .

Exercise 19, p. 25.

Part I.

A Scary Night

I had a terrible experience last night. You won't believe what happened! A thief burst into my apartment while I was asleep. There I was, just sleeping peacefully when someone broke the glass in the sliding door!

The sound woke me up. I heard the sliding door open, so I reached for the phone by the bed and called the police. My voice shook as I told the operator there was an intruder in my home.

I hid in my bedroom closet while the thief was creeping around my office. Soon I heard sirens as the police sped to my building. From the crack in the closet door, I saw the thief as he ran outside with my computer.

The police jumped out of their cars and followed the thief, but he managed to get away in a car that was waiting for him. The police got back in their cars and drove after him. Later I learned that they caught the thief a few miles from my building.

I felt really frightened by all this. It really upset me, as you can imagine. I think I'll stay at my sister's house tonight.

Part II.

1. The thief entered quietly.
2. He opened a window.
3. The woman spoke with the intruder.
4. The woman went into her closet.
5. The police caught the thief in the woman's apartment.
6. The woman felt relaxed at the end of the story.

Exercise 20, p. 26.

1. lasted, tried
2. helped, stopped
3. described, wanted
4. invited, wanted
5. believed, kissed
6. missed, reached
7. saved, smelled
8. watched, asked
9. finished, robbed

Exercise 21, p. 27.

1. typed
2. closed
3. rented
4. replied
5. succeeded
6. looked
7. canceled
8. finished
9. counted

Exercise 22, p. 27.

1. Olga blinked (blink/t/), yawned (yawn/d/), and stretched (stretch/t/).
2. Mrs. Olsen mopped (mop/t/) the kitchen floor, vacuumed (vacuum/d/) the carpet, and dusted (dust/əd/) the furniture.
3. The meeting started (start/əd/) late and ended (end/əd/) early.
4. My friend jumped (jump/t/) up and down and yelled (yell/d/) when she got the news.
5. The airplane departed (depart/əd/) at six and landed (land/əd/) at eight.
6. When I asked (ask/t/) the doctor about some medication, he suggested (suggest/əd/) a new one.

Exercise 29, p. 32.

First Day of Class

It was my first day of class. I finally found the right room. The room was already full of students.

On one side of the room, students were talking to each other in Japanese or Arabic. On the other side, students were speaking in Spanish or Portuguese. It sounded like the United Nations. Some of the students, however, were sitting quietly by themselves, not talking to anyone.

I looked for an empty seat in the last row and sat down. In a few minutes, the teacher walked into the room, and all the multilingual conversation suddenly stopped.

Chapter 3: Perfect and Perfect Progressive Tenses

Exercise 2, p. 37.

1. I wrote a book. Have you ever . . .
2. I lost my wallet. Have you ever . . .
3. I climbed a mountain last year. Have you ever . . .
4. I gave a speech to a large audience. Have you ever . . .
5. I told a lie. Have you ever . . .
6. I once sang in public. Have you ever . . .
7. I rode on a motorcycle once. Have you ever . . .
8. I drank Turkish coffee. Have you ever . . .
9. I took a cooking class. Have you ever . . .
10. I shook hands with a famous person. Have you ever . . .
11. I helped another person with English. Have you ever . . .
12. I slept in a tent. Have you ever . . .
13. I drove a truck. Have you ever . . .
14. I had a car accident. Have you ever . . .
15. I studied biology. Have you ever . . .
16. I once played a violin. Have you ever . . .

Exercise 10, p. 41.

1. The Browns have decided to grow their own vegetables.
2. It's past midnight. Where have you been?
3. Laura has offered to help us move into our new apartment.
4. Is Nick in trouble again? What's he done this time?
5. Janet has traveled all over the world.
6. Her parents have traveled a lot too.

Exercise 11, p. 42.

1. My teacher's in the classroom.
2. Your teacher has already left.
3. All of the other teachers have already left too.
4. You're late! Where have you been?
5. Susan has a guilty look on her face. What's she done?
6. Finally! The mail's come.
7. My neighbors have lived in the same apartment for over thirty years.
8. Vicky's planning a trip to Brazil.
9. It's great to see you. How have you been?
10. India's been an independent country since 1947.
11. The weather's very nice.
12. The weather's been warm lately.
13. The children have finished their drawings.
14. Ruth has read four novels so far this month.

Exercise 18, p. 48.

A: Good to see you! So, what have you been up to lately?
B: Not too much. I've been taking it easy.
A: How nice! Glad to hear you haven't been working too hard. By the way, how are your parents? I haven't seen them for a while.
B: They're doing great. They're traveling now that they're retired.
A: How long have they been retired?
B: Gosh, I don't know. It's been a couple of years now.
A: So, they've been traveling a lot?
B: Yeah. They've been staying in warm, sunny places in the winter and spending summers here.
A: What a great way to spend retirement! I'm glad to hear they're enjoying themselves.

Exercise 20, p. 49.

1. Susan got to the doctor's office at 9:00 A.M. It is now 9:30, and she's still in the waiting room.
2. Alexi arrived in this country last month. He bought a motorcycle right away and uses it to get around town.
3. Joe will soon make his decision about which job to take.
4. Mika is stuck in rush-hour traffic. She's going to be late for her first day of work at a new job. She left home at 7:00 and now it's 8:30.
5. Andrew and Donna are in the middle of a chess match. They're getting tired and would like some lunch. Their chess match started three hours ago.

Exercise 25, p. 52.

1. I'm sorry we missed the meeting. We had forgotten about it.
2. The movie had already begun by the time we got there.
3. I couldn't change my schedule. I had already planned my day.
4. I got home late. My roommate had already gone to bed.

Exercise 26, p. 53.

1. We had never seen it. He had never seen it. They had never seen it.
2. We got home late. The children had already fallen asleep.
3. My roommates had finished dinner by the time I got home.
4. My roommates had dinner early.
5. We couldn't drive across the river. The flood had washed away the bridge.
6. You were at Jim's at 8:00. Where had you been before that?
7. I had never visited there before. I'd like to go again. I had a good time.

Exercise 27, p. 53.

1. You're a new student, aren't you? How long've you been in this country?
2. You must miss your old neighbor. How long had you known Mr. Kim before he moved away?
3. You're looking for Jack? Jack has left. He isn't here.
4. We were late, and Natasha had left by the time we got there.
5. Unfortunately, I didn't have my cell phone with me when we got lost. I'd left it at home.
6. Since we're teachers, we have the summers off and do a lot of traveling. We'd like to travel to Africa next.
7. Talk about long marriages! Can you believe that Mr. and Mrs. Cho have been married for 65 years?
8. Serena's an amazing chef. She's created so many new and popular dishes that it's almost impossible to get a reservation at her restaurant.

Exercise 28, p. 54.

A Pleasant Surprise

Last night Amy got home from work two hours late. Usually she's home by 7:30, but last night she didn't get there until almost 9:30.

When she got home, her husband, Jamal, had already eaten dinner and was washing the dishes. With a worried tone in his voice, he asked her where she'd been. She told him she'd had to work late, and then, on her way home, there'd been a big accident that had slowed traffic to a crawl. He asked her why she hadn't called. She said she'd forgotten to recharge her cell phone, so she couldn't call him.

Jamal smiled warmly and said that he was just glad that she was safely home. Then he offered to make her dinner — which she gratefully accepted. A home-cooked meal sounded wonderful. It'd been a long day!

Exercise 33, p. 58.

1. Yoko has recently learned to ski.
2. Yoko has been learning how to ski.
3. Mia has worked as an auto mechanic, but she prefers other types of work.
4. Jon has been traveling since he received his job promotion a month ago.
5. Jon had been working in sales when he became vice-president for human resources.

Chapter 4: Future Time

Exercise 3, p. 61.

1. Let's go to the beach. The children enjoy going there.
2. Yes, I'm sure they'll enjoy it.
3. The children'll enjoy going to the beach.
4. We meet at the library every Wednesday night for our book club.
5. We'll meet you in the reference section of the library.
6. Where'll I find information on organic gardening?
7. You'll find the information you're looking for in the gardening section of our bookstore.
8. These books have the information you're looking for.

Exercise 5, p. 62.

1. You'll need to turn in all your assignments by tomorrow.
2. We'll review for the final exam on Monday.
3. The test'll have 50 questions.
4. There'll be 50 questions on the exam.
5. You'll have the whole hour to complete the test.
6. It's a long exam. Sorry, but nobody'll finish early.
7. It'll be a lot of work. Study hard!
8. The results'll be available in my office the next day.

Exercise 6, p. 62.

1. Next in the news: The United Nations is going to vote on the new trade resolution tomorrow afternoon.
2. The election's almost here. I think I'm going to (gonna) vote for Carol Johnson. I like her.
3. Good evening, ladies and gentleman. It is clear that our town has a number of problems. What are we going to do to make our town a better place to live? I'd like to offer a few suggestions this evening.
4. Oh, no! We're out of gas. We're in the middle of nowhere. It's past midnight. Yikes! What're we going to (gonna) do?

Exercise 12, p. 66.

1. So, you were talking about your plans for the summer. What are you going to do?
2. Can you help me out? I've got to get this letter in the mail by noon.
3. Tell me again. Why are you leaving work early?
4. Darn, this flashlight doesn't work.
5. Here's the broom. What did you want it for?

Chapter 5: Review of Verb Tenses

Exercise 4, p. 78.

A Silly Mistake

When I got home to my apartment last night, I took out my key to open the door as usual. As always, I put it in the lock, but the door didn't open. I tried my key again and again with no luck. So I knocked on the door for my wife to let me in. Finally the door opened, but I didn't see my wife on the other side. I saw a stranger. I had been trying to get into the wrong apartment! I quickly apologized and went to my own. I felt very stupid about what I had done.

Exercise 8, p. 80.

1. Flight 907 landed at 8:06 P.M.
2. It was evening, and Greg was home alone. He was lying on his couch in the living room. He had been listening to classical music for almost an hour.

3. This wet weather is getting very tiresome. It's been raining for days.
4. On the way to the theater, we got stuck in traffic, so we were late. The concert was just starting as we walked in.
5. Janice is interested in learning to fly a small plane. She's had two lessons so far.
6. There was a robbery at the bank ten minutes ago, and the police still haven't come. By the time they get here, the thief'll be far away.

Chapter 6: Subject-Verb Agreement

Exercise 3, p. 85.

1. ride/z/
2. write/s/
3. rob/z/
4. rug/z/
5. sleep/s/
6. lock/s/
7. wish/əz/
8. page/əz/
9. month/s/

Exercise 5, p. 86.

1. Cats sleep eighteen hours a day.
2. People come in many shapes and sizes.
3. Maria practices pronunciation by reading sentences aloud.
4. The cafeteria serves good sandwiches.
5. Our teacher encourages us to speak English outside of class.
6. When Jack has a cold, he coughs and sneezes.

Exercise 9, p. 88.

1. The students . . .
2. The students in this classroom . . .
3. Each student . . .
4. Every student . . .
5. Every student in Mrs. Walker's classes . . .
6. The students and teachers . . .
7. Every student and teacher . . .
8. Each student and teacher . . .

Exercise 15, p. 91.

1. Still hungry? There're some leftovers in the fridge.
2. If you want more to eat, there's an apple left over from lunch.
3. Don't leave yet. There're email messages waiting for your response.
4. Excuse me. There's someone on the phone for you.
5. I need your help. Is there a place we could go to talk?
6. It's very crowded. Are there chairs for us to sit down?
7. I think there're extra chairs in the hallway.
8. Moving is a lot of work. Is there anything I can do to help?

Chapter 7: Nouns

Exercise 14, p. 108.

1. Joseph and Rob are taxi drivers.
2. They're drivers. They drive taxis for a living.
3. Maria and her sister have good jobs. They're office managers.
4. Managers of big offices have a lot of responsibilities.
5. I don't enjoy traveling in airplanes anymore. The seats are getting smaller and smaller.
6. Airplane seats are getting more and more uncomfortable, don't you think?
7. Schools often offer a lot of after-school activities for students.
8. Anna enjoys school activities such as playing on the soccer team and being in the debate club.

Exercise 23, p. 117.

1. My boss has unreasonable expectations.
2. This is not an easy situation to deal with.
3. I feel uneasy about this situation.
4. This is a difficult situation.
5. My boss has made an unreasonable request.
6. The speaker presented a complicated problem.
7. The speaker presented complicated problems.
8. The presentation was uncomplicated.

Exercise 30, p. 121.

Computer Bugs

When there is a problem with a computer, we often say we have a "computer bug." Of course, it's not a real insect. It refers to a technical difficulty we are having. The expression actually goes back to Thomas Edison, who was a famous inventor. When he was working on his first phonograph, he had a lot of problems. He attributed the problems to an imaginary insect that had hidden inside the machine. He is quoted in a newspaper as saying there was "a bug" in his phonograph. This was in 1889, and it is the first recorded use of the word *bug* in such a context.

Exercise 39, p. 128.

1. I don't really like much salt on my food.
2. I have a long plane ride ahead of me.
3. Mr. Hong arrived in Canada only a few days ago. He's never studied English. I think he knows how to say "hello," but I haven't heard him say any other English words.
4. Talk to Mr. Hong's daughter. She studied English in school before they emigrated. If you speak slowly, she'll understand you, and you can have a conversation with her.
5. Linda is in Mexico, but she can't speak Spanish. She can't find a job. She's almost out of money.

6. Billy has loving parents and grandparents. He's healthy and happy. He has cousins and friends to play with. He's a lucky little boy.
7. Mr. Perez doesn't know how to be a good boss. He has a bad temper and yells at people all the time about nothing.

Chapter 8: Pronouns

Exercise 10, p. 139.

1. Where's Kim?
   A: I don't know. I haven't seen him this morning.
   B: I think he's in the restroom.
   C: I'm looking for him too.
   D: Ask his assistant. He'll know.
   E: Have you tried looking in his office? I know he's not there much, but maybe he'll surprise you.
2. The Nelsons are giving their daughter a motorcycle for graduation.
   A: Hmmm. Does she like motorcycles that much?
   B: Really? Is she a motorcycle rider?
   C: That's an odd gift. I wonder what they were thinking.
   D: That's what the Smiths gave their son. I think he's already had an accident.
   E: I'm not a fan of motorcycles. Cars just don't see them in traffic.
   F: I think it's a wonderful gift! I've had mine for years, and it's been great.

Exercise 20, p. 146.

1. Hey Jon, I see you finally cleaned your apartment. How did you find the time to do it . . .
2. Do you like my dress? I made it . . .
3. We were going to take a trip with our cousins, but the plans got so complicated that we finally decided to go by . . .
4. My brother has an antique car. He restored it . . .
5. Mr. and Mrs. Peterson are planning to sell their house. They are going to put an ad in the paper and sell it . . .
6. My sister-in-law is an architect. She designed her office . . .

Exercise 30, p. 151.

1. This coffee is delicious. Could I please have another cup?
2. The coffee isn't in this grocery bag, so I'll look in the other one.
3. There are supposed to be ten chairs in the room, but I count only five. Where are the others?
4. No, let's not use this printer. Let's use the other one.
5. Bob is a nickname for Robert. Others are Rob and Robbie.
6. The sky is clearing. It's going to be another beautiful day.

Exercise 34, p. 154.

1. The teacher asked the students the same question. One after another they gave the wrong answer.
2. Mr. and Mrs. Clark lead such busy lives that they see each other only on weekends.
3. Mr. Perez is doing fine. Susan spoke with him just the other day.
4. A: I have a secret about Danny and me.
   B: Let me guess. You're engaged!
   A: Yes! But it's a secret. We haven't told anyone other than you.
5. A: Have you sent party invitations yet?
   B: Everyone except Jan knows about the surprise party.

Chapter 9: Modals, Part 1

Exercise 7, p. 161.

1. This is a non-smoking restaurant. Would you mind putting out your cigarette?
2. The music's awfully loud. Would you mind if I turned it down?
3. It's getting cool in here. Would you mind closing the window?
4. I can't reach the salt and pepper. Would you mind passing it to me?
5. I can't talk now. Mind if I called you back?

Exercise 17, p. 166.

Situation 1: Class registration

Here is some important information you need for class registration next Monday. If you are a new student, you will need to register in person. Bring some form of photo ID, such as a passport or driver's license, or you cannot register. If you are a returning student, you can register online or in person.

Situation 2: Class changes and tuition

If you want to change classes next week, you need to do so in person. You cannot do this online. Also, it is very important that you pay your tuition in full by the second week of classes, which is the deadline for payment, or you will have to drop your classes.

Exercise 24, p. 169.

1. The key's in the desk drawer, but it's not necessary to lock the front door when you leave.
2. When you apply for a visa, it's very important that you show proof of citizenship.
3. It's a good idea to arrive at the airport early tomorrow. The security lines will be long.
4. Only airline passengers with boarding passes will be allowed into the boarding area.

Exercise 26, p. 170.

1. Your sister is broke now because she spent all her money carelessly.
2. Your friends went to Hawaii over vacation. They had a good time. You didn't go with them, and now you are sorry.
3. Jack had too much coffee, and now he can't sleep.
4. The little girl told a lie. She got into a lot of trouble.

Chapter 10: Modals, Part 2

Exercise 9, p. 184.

Situation: Tom and his young son, Billy, hear a noise on the roof.

Tom: I wonder what that noise is.
Billy: It may be a bird.
Tom: It can't be a bird. It's running across the roof. Birds don't run across roofs.
Billy: Well, some birds do. It could be a big bird that's running fast.
Tom: No, I think it must be some kind of animal. It might be a mouse.
Billy: It sounds much bigger than a mouse. It may be a dragon!
Tom: Son, it couldn't be a dragon. We don't have any dragons around here. They exist only in storybooks.
Billy: It could be a little dragon that you don't know about.
Tom: Well, I suppose it might be some kind of lizard.
Billy: I'll go look.
Tom: That's a good idea.
Billy: Guess what, Dad. It's a rat!

Exercise 21, p. 192.

What's wrong? Your parents look upset.

1. We should ask them.
2. We shouldn't ask them.
3. You may have upset them.
4. You should try to find out.
5. Maybe you shouldn't have stayed out so late.
6. You'd better have a good excuse for being late.
7. You could have told them what you planned to do.
8. You must have known your behavior would cause problems.

Exercise 31, p. 199.

1. The secretary can help you.
2. My mother can't speak English.
3. My friend can meet you at the airport.
4. Mr. Smith can answer your question.
5. We can't come to the meeting.
6. Can't you come?
7. You can take that course.
8. I can't cook.
9. I can't drive a stick-shift car.
10. Our son can count to ten.

Exercise 33, p. 200.

An Experiment in Human Behavior

A researcher in human behavior conducted an experiment. First she talked to a group of four-year-olds.

"How many of you can dance?" All of the children raised their hands.

"How many of you can sing?" All of the hands shot up.

"And finally, how many of you can draw?" Every child's hand was raised.

Next the researcher went to a college class of twenty-five students in their late teens and early twenties.

"How many of you can dance?" she asked. About a third of the students raised their hands.

"How many of you can sing?" Some hands were raised, but fewer than were raised for the first question.

"How many of you can draw?" Only two hands went up.

Exercise 44, p. 208.

1. Carlos was planning to come to the party, but he didn't show up. It was a great party. There was delicious food, and we danced until midnight.
2. I have a whole lot of material I need to review before the exam, but I just don't feel like studying this afternoon.
3. Tony's over an hour late for our meeting. That's not like him. I hope nothing bad has happened.
4. Rick was supposed to be at work early today to train his new assistant, but he woke up with a high fever. He can't even get out of bed.
5. The teacher called on Sonya in class yesterday, but she kept looking out the window and didn't respond.

Chapter 11: The Passive

Exercise 10, p. 216.

1. A famous architect has been asked to design the new library.
2. There was a group of noisy kids at the movie theater. They had been told several times to leave.
3. I was ignored by the salesclerk while she spent five minutes talking on the phone.
4. After the speech, the audience will ask the speaker follow-up questions.
5. The staff is planning a retirement party for Dr. Wilson.
6. Since the beginning of the modern industrial age, many of the natural habitats of plants and animals have been altered or destroyed by human development.

Exercise 15, p. 219.

How Chocolate Is Made

Chocolate is made from the seeds of roasted cocoa beans. After the seeds have been roasted, the inside of the seed is pressed into a liquid. This liquid is called chocolate liquor. The liquor contains fat, which is separated from the liquor. After this has been done, a solid is left. This solid, which is known as cocoa cake, is ground up and becomes unsweetened cocoa. This is a very bitter chocolate. To make it taste better, other substances such as cocoa butter and sugar will be added later.

Exercise 22, p. 224.

The 2004 Indian Ocean Tsunami

In 2004, several countries that border the Indian Ocean, including Indonesia, Thailand, India, Malaysia, and Somalia, were hit by an earthquake and subsequent tsunami. (As you may already know, a tsunami is a giant ocean wave.) In just a few short hours, millions of lives were changed forever. The earthquake was measured at 9.3 on the Richter scale. It was the fourth largest earthquake since 1900 and the second largest that has ever been recorded on the Richter scale.

The quake was followed by four giant waves as high as 100 feet (or 30 meters). Whole villages were destroyed. Thousands of people were swept out to sea, and many others died due to lack of medical care. In total, almost 300,000 people were killed, and 1.3 million people were left homeless. Aftershocks from the earthquake continued for several days.

Tragically, the damage could have been lessened if there had been a tsunami early-warning system. Such a system already exists for the Pacific Ocean, but it doesn't reach to the Indian Ocean. Since the tsunami disaster, governments have been working together to develop an early-warning system so that Southeast Asia will not experience such destruction again from a tsunami.

Exercise 30, p. 230.

1. Water is composed of hydrogen and oxygen.
2. I am not acquainted with Dr. William's books.
3. I'm finally accustomed to living here.
4. You're so busy. I think you're involved in too many activities.
5. Are you prepared for the next test?
6. Mr. and Mrs. Miller are devoted to each other.
7. I'm concerned about my grandfather's health.
8. Are you satisfied with your progress?

Exercise 43, p. 237.

1. Excuse me. Your application form has some missing information.
2. As the owner of her own design business, Carol works hard to have satisfied customers.
3. After the earthquake, frightened residents were afraid to sleep indoors for several days.
4. I think James will be single forever. He's just not the marrying type.
5. The airplane pilot had a few scary moments when lightning hit his plane.
6. The finished product was exactly what the client had asked for.

Exercise 44, p. 238.

1. When I ride on a roller coaster, my heart pounds with excitement. The ride is . . .
2. During the ride, I feel . . .
3. The art museum has an exhibit that people are upset about. People who visit the museum are . . .
4. People say that the exhibit is . . .
5. My parents enjoy talking with my friend, Maria. They find her . . .
6. Maria gets along well with my parents. She thinks they are . . .
7. Not one of the students could understand Professor Steven's explanations. Whenever he explains a math problem, the students become more . . .
8. His explanations are terribly . . .

Exercise 47, p. 239.

The Olympic Games

The Olympic Games began more than 2,000 years ago in Olympia, a small town in Greece. The games were established for two purposes. One was to showcase the physical qualities and athletic performances of its young men. At that time, only Greek males were allowed to compete. In fact, women were not even permitted to watch the games, and the only spectators were men. The other goal was to encourage good relationships among Greek cities. People of other nationalities were not invited to participate.

The winner of each event was crowned with a wreath made of olive leaves. Additionally, his statue could be placed in Olympia for all to see. Winning athletes were treated as heroes when they returned to their cities because with their victory, they brought fame and honor to their hometowns.

Chapter 12: Noun Clauses

Exercise 11, p. 248.

1. A: It's a beautiful day. Let's walk over to Lakeside Park. It's not far from here, is it?
   B: Gosh, I don't know how far it is.
2. A: Do you want to walk to the farmers' market with me tomorrow morning? They have lots of fresh fruits and vegetables.
   B: Gee, I don't know. Maybe. How far is it?
3. A: That was a terrible movie!
   B: I agree. I don't know why we watched the whole thing.

4. A: I watched an awful movie on TV last night.
   B: Well, if it was awful, why did you watch it?
5. A: Is Jeannie going to be 49 or 50 this year?
   B: I don't know. I can never remember how old she is.
6. A: Excuse me. I'm still unsure about the pronunciation of that word.
   B: Which one?
   A: This one right here. How is this word pronounced?
7. A: You look upset.
   B: I am. I'm very upset.
   A: So, what is the problem?

Exercise 41, p. 264.

1. I'm not going to the personnel meeting because I have to finish a report.
2. I can't lend Marta any money because my wallet is in my coat pocket back at home.
3. Someone in this room is wearing very strong perfume. It's giving me a headache.
4. Hi, Emma. I'll meet you at the coffee shop at 9:00. I promise not to be late.
5. I'm considering looking for a new job. What do you think I should do?
6. We are going to be late for the concert. My wife has to attend a business function after work.

Chapter 13: Adjective Clauses

Exercise 5, p. 271.

Part I.

1. He has a friend who'll help him.
2. He has a friend who's helping him.
3. He has a friend who's helped him.
4. He has friends who're helping him.
5. He has friends who've helped him.
6. He has a friend who'd helped him.
7. He has a friend who'd like to help him.

Part II.

8. We know a person who'll be great for the job.
9. We know a person who'd like to apply for the job.
10. That's the man who's giving the speech at our graduation.
11. I know a nurse who's traveled around the world helping people.
12. Let's talk to the people who're planning the protest march.
13. There are people at the factory who've worked there all their adult lives.
14. The doctor who'd been taking care of my mother retired.

Exercise 19, p. 278.

1. I met the man who's going to become the new manager of our department.
2. I know someone who's never flown in an airplane.
3. I talked to the man whose wife was in the car accident on Fifth Street yesterday. She's in the hospital, but she's going to be okay.
4. I forget the name of the woman who's going to call you later — Mrs. Green or Mrs. White or something like that.
5. I need to hurry. The neighbor whose bike I borrowed is waiting for me to return it.
6. I got an email from a friend who's studying in Malaysia. It was really good to hear from her.
7. I recently heard from a friend who's been out of the country for over two months. He finally sent me an email.
8. I'm thinking about getting a pet. There's a woman at work whose dog just had puppies. I might adopt one.

Exercise 21, 279.

1. That's the person who's going to help us.
2. That's the person whose help we need.
3. I'd like to introduce you to a teacher who's spent time in Africa.
4. I'd like to introduce you to the teacher whose husband is from Africa.
5. The company is looking for a person who's bilingual.
6. The company is looking for a person whose native language is Arabic.
7. The company is looking for a person who's had a lot of experience in sales.
8. They want to hire a person who's familiar with their sales territory.

Exercise 29, p. 281.

1. The man who organized the community dinner is a friend of mine.
2. Two people died in the accident that blocked all lanes of the highway for two hours.
3. The small town where I was born is now a large city.
4. The music teacher who directs the school band plays in a rock band on weekends.
5. The camera that Jack gave me for my birthday takes excellent digital pictures.
6. My neighbor often drops in for a visit about the time when we would like to sit down to dinner.

Exercise 33, p. 284.

A: Do you see that guy who's wearing the baseball cap?
B: I see two guys that're wearing baseball caps. Do you mean the one whose T-shirt says "Be Happy"?
A: Yeah, him. Do you remember him from high school? He looks a little different now, doesn't he? Isn't he the one whose wife joined the circus?

B: Nah, I heard that story too. That was just a rumor. When the circus was in town last summer, his wife spent a lot of time there, so people started wondering why. Some people started saying she was working there as a performer. But the truth is that she was only visiting a cousin who's a manager for the circus. She just wanted to spend time with him while he was in town.

A: Well, you know, it was a story that sounded pretty fishy to me. But people sure enjoyed talking about it. The last thing that I heard was that she'd learned how to eat fire and swallow swords!

B: Rumors really take on a life of their own, don't they?!

Exercise 36, p. 286.

1. Did you hear about the man who rowed a boat across the Atlantic Ocean?
2. My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
3. Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
4. Tea which is made from herbs is called herbal tea.
5. Toys which contain lead paint are unsafe for children.
6. Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 39, p. 288.

1. My mother looked in the fruit basket and threw away the apples that were rotten.
2. My mother looked in the fruit basket and threw away the apples, which were rotten.
3. The students who had done well on the test were excused from class early.
4. The students, who had done well on the test, were excused from class early.

Exercise 52, p. 295.

1. The fence surrounding our house is made of wood.
2. The children attending that school receive a good education.
3. Dr. Stanton, the president of the university, will give a speech at the commencement ceremonies.
4. Our solar system is in a galaxy called the Milky Way.

Exercise 56, p. 297.

Animals and Earthquakes

Whether or not animals can predict earthquakes has been widely debated for hundreds of years. In fact, as far back as 373 B.C. villagers reported that hundreds of animals deserted the Greek town of Helice a few days before an earthquake destroyed it. There are other interesting phenomena that scientists have noted. For example, before an earthquake, dogs may begin barking or howling for no reason; chickens might stop laying eggs; and some pets will go into hiding.

In Asia in 2004, many animals that were accustomed to being on the beach in the early morning refused to go there the morning of the big tsunami. In Thailand, a herd of buffalo on a beach noticed or heard something which made them run to the top of a hill before the tsunami was anywhere in sight. The villagers who followed them were saved.

What causes this strange behavior in animals? One theory is that they can sense the earth move before people can. There are vibrations deep in the earth that begin before an earthquake can be detected. Another idea is that the energy in the air changes and that animals are disturbed by these changes.

Some scientists dismiss these ideas, while others believe that they are worth researching further. Those scientists who have witnessed this strange animal behavior are certain that animals are far more sensitive to subtle changes in the earth than people are and that studying their behavior can be useful in the prediction of earthquakes.

Chapter 14: Gerunds and Infinitives, Part 1

Exercise 6, p. 305.

1. A: I'm sorry I'm late.
   B: No problem. We have lots of time.
2. A: I finished the project early.
   B: That's great you got it done so quickly.
3. A: I hate to do housework.
   B: I know. I do too. It's a lot of work.
4. A: You were a big help. Thanks.
   B: Sure. I was happy to help out.
5. A: Your report isn't finished. What's your excuse?
   B: Uh, well, sorry. I don't really have one.
6. A: How do you like the food here?
   B: It's too spicy. I can't eat much of it.
7. A: How was your weekend? Did you go away for the holiday?
   B: No. I got the flu and spent the whole weekend in bed.

Exercise 13, p. 308.

1. A: What should we do tomorrow night?
   B: Let's just stay home and watch a movie. There's nothing I like to do better on a weekend.
   A: Sounds good to me.
2. A: I was really looking forward to the hike up to Skyline Ridge to see the mountains, but I guess we're not going to get there this month.
   B: It doesn't look like it. I don't think there's any hope. It's supposed to rain the rest of this week and into next week.
3. A: Do you want to take a break?
   B: No, we have to finish this report by 5:00. We don't have time for a break.
4. A: Let's go into the city this weekend. There's a great concert at the park. And it's free!
   B: Great idea! Who's playing?

5. A: Gosh, I'd really like to go out this evening, but I have all this work to do. I have three papers due, and I haven't begun to write any of them.
   B: I know how you feel. I'm way behind in my homework too.
6. A: I just heard that there's an accident on the freeway and nothing's moving. I don't want our drive home to take hours.
   B: Me neither. Let's not leave the office for another couple of hours. We can get caught up on our work.
   A: Good idea. I have so much to do.

Exercise 17, p. 309.

Ron's Busy Saturday

Ron is an active individual. On his days off, he likes to do several activities in one day. His friends can't keep up with him.

Last Saturday, for example, he began by going canoeing early in the morning. He finds early mornings on the lake very calm and relaxing. He brought a fishing rod with him so he could go fishing and perhaps catch something for dinner. He saw some friends getting their sailboat ready and thought about going sailing with them, but decided instead to go swimming. By that time, it was only noon!

After lunch, he went biking in the hills behind his town. He cooked a fish that he had caught for dinner, and it was delicious. Later, some friends called to invite him out, so he finished the day by going dancing with them.

Exercise 22, p. 312.

1. I have a terrible memory. I can't even remember my children's birthdays.
2. My teenage son tried to hide his report card, but I caught him.
3. I'm in a hurry in the mornings. I always stand at the kitchen counter and eat my breakfast.
4. Foreign languages are hard for me to learn.
5. I sat in traffic for two hours. It was a waste of time.
6. We sang songs on the bus trip. It was fun.
7. I looked all over for Tom. He was studying in the library.
8. There was a line to buy movie tickets. I had to wait for an hour.

Exercise 31, p. 318.

1. Joan remembered to call her husband before she left work yesterday.
2. Rita remembered going to the farmers' market with her grandmother.
3. Roger stopped smoking when the doctor told him he had heart disease.
4. Mr. and Mrs. Olson stopped to eat before the movie.
5. I regret leaving school before I graduated.

Chapter 15: Gerunds and Infinitives, Part 2

Exercise 14, p. 336.

1. That dinner was delicious, Nancy.
2. Do you leave your daughter home alone when you go out?
3. I think our English is getting a lot better, but learning a second language isn't easy.
4. I used a new laundry detergent on these shirts. How did it work?
5. Mr. Jones is 99 years old. He's too old to drive.
6. We need 20 big envelopes, but we only have 10.

Exercise 36, p. 348.

An Issue in Health Care: Illiteracy

According to some estimates, well over half of the people in the world are functionally illiterate. This means that they are unable to perform everyday tasks because they can't read, understand, and respond appropriately to information. One of the problems this creates in health care is that millions of people are not able to read directions on medicine bottles or packages. Imagine being a parent with a sick child and being unable to read the directions on a medicine bottle. We all know that it is important for medical directions to be understood clearly. One solution is pictures. Many medical professionals are working today to solve this problem by using pictures to convey health-care information.

Exercise 39, p. 350.

Protecting Yourself in a Lightning Storm

Lightning storms can occur suddenly and without warning. It's important to know how to stay safe if you're outside when a storm begins. Some people stand under trees or in open shelters like picnic areas in order to protect themselves. They are surprised to hear that this can be a fatal mistake. Tall objects are likely to attract lightning, so when you are out in the open, you should try to make yourself as small as possible. Crouching down or curling up into a ball lessens the chance that a lightning bolt will strike you. Finding a depression in the ground to hide in, like a hole or a ditch, is even better.

Being inside a building is safer than being outside, but it's not without dangers. Be careful to stay away from doors and windows. If you're talking on a phone with a cord, hang up. Lightning has been known to travel along a phone cord and strike the person holding the phone. Even TVs can conduct lightning through the cable or antenna, so it's a good idea to stay away from the television. It's also inadvisable to take a shower or bath since plumbing can conduct electricity from lightning. How safe are cars? Surprisingly, the inside of a car is safe as long as it has a metal roof, but avoid touching any part of the car that leads to the outside.

There's a 30/30 rule regarding lightning. As soon as you see lightning, begin counting the seconds until you hear thunder. If you hear thunder before you reach 30, this means you need to seek shelter immediately. Additionally, even if the storm has passed, you want to stay in a protected place for 30 minutes after you hear the last sounds of thunder or have seen the last flashes of lightning. Many lightning deaths, in fact more than half in the United States, occur after a storm has passed.

Chapter 16: Coordinating Conjunctions

Exercise 5, p. 354.

1. My bedroom has a bed, a desk, and a lamp.
2. The price of the meal includes a salad, a main dish, and dessert.
3. The price of the meal includes a salad and a main dish.
4. Elias waited for his son, wife, and daughter.
5. Elias waited for his son's wife and daughter.
6. Susan raised her hand, snapped her fingers, and asked a question.
7. Red, yellow, gold, and olive green are the main colors in the fabric.
8. I love films full of action, adventure, and suspense.
9. I love action and adventure films.
10. Travel is fatal to prejudice, bigotry, and narrow-mindedness.

Exercise 14, p. 359.

1. Ben will call either Mary or Bob.
2. Both my mother and father talked to my teacher.
3. Simon saw not only a whale but also a dolphin.
4. Our neighborhood had neither electricity nor water after the storm.
5. Either Mr. Anderson or Ms. Wiggins is going to teach our class today.

Exercise 16, p. 360.

Bats

(1) What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of both happiness and luck?

(2) In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are not only harmless but also beneficial mammals. "When I was a child, I believed that a bat would attack me and tangle itself in my hair. Now I know better," said Dr. Horowitz.

(3) Contrary to popular Western myths, bats do not attack humans. Although a few bats may have diseases, they are not major carriers of rabies or other frightening diseases. Bats help natural plant life by pollinating plants, spreading seeds, and eating insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and destroy the fruit industry.

(4) According to Dr. Horowitz, bats are both gentle and trainable pets. Not many people, however, own or train bats, and bats themselves prefer to avoid people.

Exercise 19, p. 362.

1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore. I had to go to the post office, the travel agency, and the bank.
2. Roberto slapped his hand on his desk in frustration. He had failed another examination and had ruined his chances for a passing grade in the course.
3. When Alex got home, he took off his coat and tie, threw his briefcase on the kitchen table, and opened the refrigerator looking for something to eat. Ann found him sitting at the kitchen table when she got home.
4. When Tara went downtown yesterday, she bought birthday presents for her children, shopped for clothes, and saw a movie at the theater. It was a busy day, but she felt fine because it ended on a relaxing note.
5. It was a wonderful picnic. The children waded in the stream, collected rocks and insects, and flew kites. The teenagers played an enthusiastic game of baseball. The adults busied themselves preparing the food, supervising the children, and playing some volleyball.

Exercise 21, p. 363.

Butterflies

A butterfly is a marvel. It begins as an ugly caterpillar and turns into a work of art. The sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart. A butterfly is a charming and gentle creature. Caterpillars eat plants and cause damage to some crops, but adult butterflies feed principally on nectar from flowers and do not cause any harm. When cold weather comes, some butterflies travel great distances to reach tropical climates. They can be found on every continent except Antarctica. Because they are so colorful and beautiful, butterflies are admired throughout the world.

Chapter 17: Adverb Clauses

Exercise 11, p. 372.

Cultural Misunderstandings

Since Marco and Anya came to this country, they've had some memorable misunderstandings due to language and culture. The first time Marco met someone at a party, he was asked "How's it going?" Marco thought that the person was asking him about leaving, and that seemed very strange.

Once, Anya walked into class, and a native speaker said, "Hi. How are you?" When Anya started to give a long answer, the native speaker looked at her rather oddly. This happened several times until Anya learned she was just supposed to say something like "Okay" or "Fine, thanks. And you?"

Another time, Marco was at a restaurant and wanted to get the server's attention. He snapped his fingers. The server was not pleased.

Since coming here, Marco and Anya have learned that cultural misunderstandings are a normal part of learning another language. They can be valuable and even entertaining learning experiences. Marco and Anya just smile at these misunderstandings now.

Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases

Exercise 16, p. 395.

1. A: I don't want to play the piano at the family gathering. I don't play well enough. People will laugh at me.
   B: Oh, Rose, don't be silly. You play beautifully. Everyone will love hearing you.
2. A: Jan, are you going to tell Thomas that he needs to do more work on the project? He hasn't done his share. He's being really lazy.
   B: Well, he'll probably get upset, but I'm going to talk with him about it this afternoon.
3. A: I'm so relieved that I found my wedding ring. It'd been missing for a month. The next time I take it off, I'm going to put it in a box on top of my dresser drawer.
   B: That sounds like a wise thing to do, Susan. It'd be terrible to lose your wedding ring again.
4. A: This is the first year I'm eligible to vote in the presidential election. I'm going to research all the candidates extensively.
   B: They have very different positions, Sam. It's good to get as much information as you can.

Exercise 18, p. 396

The QWERTY Keyboard

Do you know why the letters on an English language keyboard are placed where they are? Take a minute and look at the second row on the keyboard in the picture. Notice that Q-W-E-R-T-Y are the first six letters beginning on the left. In fact, the keyboard is called "QWERTY." As you look at all the letters on the keyboard, does it seem to make any sense to you? Many people have wondered about this rather strange placement of keys, but as it turns out, there is a logical reason for the design.

A man named Christopher Sholes, the inventor of the typewriter, came up with this keyboard in the 1860s. Wanting to create a logical design, Sholes first placed the letters in alphabetical order on his typewriter. He put two rows from A to Z on the keyboard.

But Sholes found there was a problem. The letters were on typebars — typebars, by the way, are also called keys — and some of these keys crashed into one another. This happened when letters that often occur together in words, like "s" and "l," were near each other on the keyboard. The keys tended to hit each other and get stuck, and the typist would have to stop and pull them apart.

Trying to figure out a way to keep the keys from hitting one another, Sholes made a list of letters commonly used together in English, like the pair I already mentioned, "s" and "l," or, for example, "q" and "u." He then rearranged these letters so they would be on opposite sides of the keyboard. If you look at a keyboard, "q" is on the left side and "u" is on the right side. He put the keys that were most likely to be hit one after the other on opposite sides of the keyboard. This keyboard became known as QWERTY.

Nowadays, with computers, we don't have to worry about keys crashing into one another, so QWERTY is not necessarily the fastest and most efficient keyboard. Other people have come up with alternative keyboard patterns, but so far, none has gained much popularity. Having survived since the 1860s, QWERTY has demonstrated its longevity. It does not appear that it is going to be replaced any time soon by a faster, more efficient keyboard.

Chapter 19: Connectives That Express Cause and Effect, Contrast, and Condition

Exercise 33, p. 412.

1. Because I lift heavy boxes at work, . . .
2. I bought a new TV even though . . .
3. Even if I'm late for work, . . .
4. I was late for work this morning; nevertheless, . . .
5. The air-conditioning has been broken; therefore, . . .
6. Although I live in a noisy city, . . .
7. I was so tired last night that . . .

Exercise 36, p. 414.

Why We Yawn

Have you ever noticed that when a person near you yawns, you may start yawning too? This is called contagious yawning. *Contagious* in this sense means that the behavior spreads: when one person does something like yawn, it can cause others to do the same thing.

There are various theories about why people yawn. One popular idea is that yawning brings more oxygen into the brain to wake people up. Is that what you have thought? But in 2007, researchers at a university in New York came up with a new idea: yawning helps cool the brain.

Scientists found that people yawned more frequently in situations where their brains were warmer. The idea is that yawning cools the brain by increasing blood flow and bringing cooler air into the body. Cooler brains work better than warmer ones.

This may also help explain why yawning is contagious. People are more awake when their brains are cooler. As people evolved over time, contagious yawning helped people stay awake. This was important in times of danger. It's very possible that the person yawning could have been signaling to others to stay awake.

The next time you are talking to someone and that person yawns, you can tell yourself that he or she actually wants to stay awake, not go to sleep.

Exercise 38, p. 415.

Passage 1: Turtles

Turtles have survived on earth for more than 200 million years, but now many species face extinction. People in many parts of the world use them for food and for traditional medicine, so the demand for them is high. In spite of international trade laws that protect them, illegal traffic in turtles is increasing.

Passage 2: Boy or Girl?

Research shows that many parents prefer to have a boy rather than a girl because boys are expected to become better economic providers for their parents in their old age. In developed countries, however, more women than men go to a university. It's possible that in some places more women than men will be prepared for the high-paying jobs of the 21st century.

Chapter 20: Conditional Sentences and Wishes

Exercise 6, p. 418.

1. If I'm talking too fast, please tell me.
2. If we get married, everyone will be shocked.
3. If it's okay, I'll ask for some advice.
4. If he's planning to quit, I hope he lets us know soon.
5. If it's not working, we'll need to try something else.
6. If she works harder, I'm sure she'll succeed.
7. If I should get the job, I'll call you right away.

Exercise 19, p. 424.

The Extinction of Dinosaurs

There are several scientific theories as to why dinosaurs became extinct. One theory has to do with asteroids. Asteroids, as you may know, are rocky objects that orbit the sun. According to this theory, an asteroid collided with the earth millions of years ago, causing disastrous changes in the earth's climate, such as tsunamis, high winds, and dust in the atmosphere that blocked the sun. As a result, dinosaurs could no longer survive. Some scientists believe that if this asteroid had not collided with the earth, dinosaurs would not have become extinct.

Exercise 20, p. 424.

1. If I had known the truth sooner, I would have acted differently.
2. If we hadn't believed him, we wouldn't have felt so foolish.
3. If you hadn't told me what a great guy Jon was, I wouldn't have believed him so easily.
4. If it had been another person, I wouldn't have been so shocked.
5. If he hadn't lied, I would have had more respect for him.

Exercise 22, p. 426.

1. If I had enough time, I'd go to the art museum this afternoon. I love going to art museums.
2. Mrs. Jones is really lucky. If she hadn't received immediate medical attention, she would have died.
3. If I were a carpenter, I'd build my own house. I'd really enjoy that.
4. So many people died unnecessarily in the earthquake. If the hotel had been built to withstand an earthquake, it wouldn't have collapsed.

Exercise 32, p. 430.

1. If I hadn't been driving so fast, I wouldn't have gotten a speeding ticket.
2. Should you have questions, give me a call on my cell.
3. Had you told us sooner, we could have helped you.
4. If there had been a faster way to get to the theater, I would have taken it.
5. Had anyone warned us about the situation, we would have stayed home.
6. Were we rich, we would live in a house overlooking the ocean.

Exercise 35, p. 431.

1. I would have called, but I left your number at home.
2. I couldn't have gone to college without my parents' financial help.
3. I ran out of time. Otherwise, I would have picked up your clothes from the cleaners.
4. We would have come to the party, but no one told us about it.
5. Without your advice, I wouldn't have known what to do.

Exercise 45, p. 436.

1. Alice doesn't like her job as a nurse. She wishes she hadn't gone to nursing school.

2. A: I wish we didn't have to go to work today.
   B: So do I. I wish it were a holiday.

3. We had a good time in the mountains over vacation. I wish you had come with us. If you had come with us, you would have had a good time.

4. I know that something's bothering you. I wish you would tell me what it is. Maybe I can help.

5. A: My feet are killing me! I wish I had worn more comfortable shoes.
   B: Yeah, me too. I wish I had known that we were going to have to walk this much.

Answer Key

Chapter 1: Overview of Verb Tenses

Exercise 1, p. 1.

Sample questions:

1. What is your name?
2. How do you spell your (last/first) name? / How do you spell that?
3. Where are you from?
4. Where were you born?
5. Where do you live? / Where are you living?
6. Why did you come here?
7. How long have you been living here? How long are you going to be living here? / How long do you plan to be here?
8. What is your major? / What is your field of study? / What do you do?
9. What do you like to do in your free time? What hobbies do you have?
10. How do you like living here? How do you feel about living here? What do you think about living here?

Exercise 2, p. 1.

Questions to ask:

Partner A:

1. What do you do every day before you leave home?
2. What have you done / have you been doing since you got up this morning?
3. What are you doing right now?
4. What were you doing at (this exact time) yesterday?
5. What had you done by the time you got here today? (*also possible:* What did you do . . . .)

Partner B:

1. What did you do last night?
2. What are you going to do / will you do tomorrow?
3. What have you been doing for the past five minutes?
4. What will you be doing at (this exact time) tomorrow?
5. What will you have done by the time you go to bed tonight?

Exercise 4, p. 2.

1. cooked
2. bought
3. get
4. will be
5. am going to watch

Exercise 6, p. 3.

1. was sleeping
2. am thinking
3. will be sitting
4. will be watching
5. was watching

Exercise 8, p. 4.

1. have done
2. had done
3. will have done
4. have studied
5. had studied

Exercise 11, p. 6.

1. studies
2. is studying
3. studied
4. was studying
5. will study / is going to study
6. will be studying / is going to be studying
7. has already studied
8. had already studied
9. will already have studied
10. has been studying
11. had been studying
12. will have been studying

Exercise 12, p. 8.

2. The speakers are discussing an activity that began and ended in the past. Tense: simple past.
3. The speakers are discussing an acitivity that is happening (is in progress) at the moment of speaking. Tense: present progressive.
4. The speakers are discussing an activity in progress at a particular time in the past. Tense: past progressive.
5. The speakers are discussing activities that have occurred (or not occurred) "before now," at unspecific times in the past. Tense: present perfect
6. The speakers are discussing what will happen at a specific time in the future. Tense: simple future.
7. The speakers are discussing the duration of an activity that has already started and will end at a specific time in the future. Tense: future perfect progressive.
8. This question concerns the duration of an activity that started in the past and is still in progress. Tense: present perfect progressive.
9. This question concerns an activity that started and ended before another time in the past. Tense: past perfect.

Exercise 14, p. 9.

1. Does Pedro **walk** to work every morning?
2. What **are you** talking about?
3. Did you **finish** your work?
4. My friend doesn't **like** her apartment.
5. **Are you working** for this company? / **Do you work** for this company?
6. What time **did your plane arrive**?
7. How long have you **been living** in this city? / How long have you **lived** in this city?
8. Ali **won't be** in class tomorrow.

Exercise 15, p. 9.

1. hoped
2. stopped
3. waiting
4. sitting
5. started
6. happened
7. planning
8. enjoyed
9. worried
10. studying

Exercise 16, p. 10.

Part I.

dating
dining
grading
putting
stopping
winning
enjoying
happening
staying

Part II.

answered
listened
offered
opened
controlled
permitted
planned
preferred

Exercise 17, p. 11.

Part I.

2. hiding
3. running
4. ruining
5. coming
6. writing
7. eating
8. patting
9. lying
10. beginning
11. earning
12. flying

Part II.

2. planning, planned
3. raining, rained
4. taping, taped
5. tapping, tapped
6. entering, entered
7. preferring, preferred
8. translating, translated
9. dying, died
10. employing, employed
11. burying, buried
12. admitting, admitted
13. visiting, visited
14. waiting, waited

Exercise 18, p. 12.

1. are renting
2. preferred
3. destroyed
4. visited
5. gained
6. 'm planning
7. 'm taking
8. am replying
9. replied

Chapter 2: Present and Past; Simple and Progressive

Exercise 1, p. 13.

2. **I don't know** Sam's wife.
3. My roommate usually **watches** television, **listens** to music, or **goes** out in the evening.
4. When I turned the key, the car **started**.
5. Air **consists** of oxygen, nitrogen, and other gases.
6. The children **drew** some pictures in school this morning.
7. Right now Sally **is** in the kitchen eating breakfast.
8. While **I was** driving home last night, I **heard** a strange noise in the engine.
9. A: What **are you** talking about?
   B: I **am** talking about the political situation in my country.

Exercise 2, p. 13.

1. (*Answers will vary.*)
2. (*Answers will vary.*)
3. No. (The earth revolves around the sun.)
4. Sentence 3 is a general truth.
5. Sentence 1 is a daily habit.
6. Sentence 2 is something that is happening right now.

Exercise 3, p. 14.

Sample sentences:

The earth revolves around the sun.
Air contains nitrogen and oxygen.
The human heart beats 72 times per minute (on average).
Snowflakes have six sides.
The average person sleeps eight hours a night.
Hybrid cars use less gas.

Exercise 4, p. 15.

2. washes
3. usually sits . . . is sitting
4. am trying
5. Do you always lock
6. am still waiting
7. is shining
8. shines . . . wakes

Exercise 5, p. 15.

1. right now
2. in the winter, every April
3. every year
4. right now, today
5. every summer, in the spring
6. this week

Exercise 7, p. 16.

1. b
2. b
3. a
4. a

Exercise 8, p. 17.

1. a. *smell* describes a state that exists, i.e., the flowers have a smell and that smell is good.
   b. *is smelling* describes the action of using one's nose.

2. a. *think* means "believe" in this sentence and describes a state.
   b. *am thinking* is an action; thoughts are going through the speaker's mind.
3. a. *see* describes a perception that exists right now as a result of the speaker using his/her eyes.
   b. *is seeing* a doctor means "is going to a doctor for help," a general activity in progress at present.
   c. *are seeing* means they are dating each other, a general activity in progress at present.
4. a. *looks* means "appears or seems to be" and describes an apparent state that exists: Astrid is apparently cold.
   b. *is looking* describes the action of using one's eyes.
5. a. *is feeling* describes the action of using one's sense of touch. Sue is using her hands to touch the cat's fur. The activity is in progress at the present moment.
   b. *feels* describes a state that exists, the state of the cat's fur; i.e., it is soft.
   c. *am not feeling* describes the speaker's physical feelings of illness, in progress at the present. [*Note:* The simple present is also possible here with little difference in meaning (*I don't feel well today*) to describe a state that exists.]
   d. *feel* means "think or believe" in this sentence and describes a state.
6. a. *remember* describes a state that exists.
   b. *is remembering* describes an activity in progress: memories are going through Aunt Sara's mind.
7. a. *be* describes a state that exists.
   b. *being* describes a temporary behavior: the children are acting awfully quiet.
8. a. *is appearing* describes the action of performing on stage in a theater, general activity in progress at present
   b. *appears* means "seems" and describes an apparent state that exists.

Exercise 9, p. 18.

2. a
3. b
4. b
5. a
6. a

Exercise 10, p. 18.

1. is beginning . . . don't have . . . don't own . . . is wearing . . . wear
2. is doing . . . is being . . . doesn't want . . . is always
3. am looking . . . looks . . . has . . . isn't having
4. A: do you like . . . Does it need
   B: tastes . . . reminds
5. A: are you looking
   B: look
   A: Do you think . . . resemble
   B: see
6. am looking . . . is writing . . . is biting . . . is scratching . . . is staring . . . seems . . . is thinking . . . do you think . . . is doing

Exercise 12, p. 22.

1. lost
2. forgot
3. made
4. wrote
5. took
6. did
7. understood
8. brought
9. got
10. knew
11. began
12. spoke
13. gave
14. spent
15. told
16. taught
17. sang

Exercise 13, p. 23.

1. Yes, I found a pet store.
2. Yes, I bought a parrot.
3. Yes, I took it out of its cage.
4. Yes, I had some trouble with it.
5. Yes, it bit me.
6. Yes, I left the pet store.
7. Yes, I went to the doctor.
8. Yes, I drove to the doctor's office.
9. Yes, she put a bandage on my finger.
10. Yes, I paid her.

Exercise 14, p. 23.

1. swam
2. stood
3. fell
4. ran
5. lay
6. wore
7. dug
8. built
9. wrote
10. drew
11. hid
12. sang
13. stung
14. saw

Exercise 15, p. 24.

1. Yes, I had a great trip.
2. Yes, I came back feeling rested.
3. Yes, I met many people.
4. Yes, I hung out with local people.
5. Yes, I did a lot of tourist activities.
6. Yes, I stood on the Acropolis.
7. Yes, I spent time in museums.
8. Yes, I bought some Greek sandals.
9. Yes, I spoke a little Greek.
10. Yes, I ate in typical Greek restaurants.
11. Yes, I got your emails.
12. Yes, I brought you a present.
13. Yes, I sent you a postcard.
14. Yes, I was sad to leave Greece.

Exercise 16, p. 24.

1. woke
2. caught
3. hurt
4. took
5. had
6. felt
7. kept
8. lay
9. slept
10. dreamt
11. ate
12. spoke
13. took
14. read

Exercise 17, p. 25.

Note: The pronoun *he* is being used for these answers.

1. Yes, he woke me up a lot.
2. Yes, I heard a lot of noise.
3. Yes, his cell phone rang many times.
4. Yes, he fought with someone.
5. Yes, he put on a CD.
6. Yes, he sang loudly.
7. Yes, he made breakfast at midnight.
8. Yes, he ground some coffee beans first.
9. Yes, he fed the neighbor's cats.
10. Yes, he swept the floor afterwards.
11. Yes, he knew I was awake.
12. Yes, he meant to wake me up.
13. Yes, he upset me.
14. Yes, I was upset.

Exercise 18, p. 25.

1. happy, good about my decision
2. two classes, at night
3. the car with gas
4. with colored pencils, several faces, for several hours
5. in the woods, some money
6. from the math class, some money from the bank
7. my hand, some rice
8. these jeans, my shirt
9. at the sad ending, when the play finished
10. over the fence, very quickly, in a sunny spot

Exercise 19, p. 25.

Part I.

1. F
2. F
3. F
4. T
5. F
6. F

Part II.

1. had
2. burst
3. broke
4. woke
5. heard
6. shook
7. hid
8. heard
9. sped
10. saw
11. ran
12. got
13. caught
14. felt
15. upset

Exercise 20, p. 26.

1. different
2. same
3. different
4. same
5. different
6. same
7. same
8. same
9. different

Exercise 21, p. 27.

1. /t/
2. /d/
3. /əd/
4. /d/
5. /əd/
6. /t/
7. /d/
8. /t/
9. /əd/

Exercise 22, p. 27.

1. blinked/t/ . . . yawned/d/ . . . stretched/t/
2. mopped/t/ . . . vacuumed/d/ . . . dusted/əd/
3. started/əd/. . . ended/əd/
4. jumped/t/ . . . yelled/d/
5. departed/əd/ . . . landed/əd/
6. asked/t/ . . . suggested/əd/

Exercise 23, p. 28.

/t/	/d/	/əd/
chased	believed	accepted
fixed	complained	needed
missed	died	requested
pushed	played	
thanked	rained	
worked	worried	

Exercise 24, p. 28.

combed/d/
brushed/t/
cooked/t/
waited/əd/
walked/t/
washed/t/
typed/t/
worked/t/
exercised/d/
talked/t/
surfed/t/
translated/əd/
added/əd/
cleaned/d/
listened/d/

Exercise 25, p. 28.

1. Rita stood under a tree when it began to rain.
2. Rita was standing under a tree when it began to rain.

Exercise 26, p. 29.

1. a
2. b
3. a
4. a

Exercise 27, p. 30.

2. called . . . wasn't . . . was studying
3. didn't hear . . . was sleeping
4. was shining . . . was blowing . . . were singing
5. were arguing . . . walked
6. opened . . . found
7. was reading . . . fell . . . closed . . . sneaked/snuck
8. A: Did you hear
   B: wasn't listening . . . was thinking
9. was snowing . . . was shining . . . were shoveling . . . was lying

Exercise 28, p. 31.

1. A: was waiting
   B: Did they call
2. A: did you break
   B: slipped . . . was crossing
3. B: was looking
   A: Did you find
   B: parked
4. A: Did you ask . . . saw
   B: was working . . . looked . . . decided

5. B: happened
A: got . . . was driving . . . wasn't paying . . . didn't see . . . kept

Exercise 29, p. 32.

1. found
2. was
3. were speaking
4. were sitting
5. looked
6. walked
7. stopped

Exercise 33, p. 33.

All the sentences are correct. *Always* can also be used with the present progressive.

Exercise 34, p. 33.

Sample sentences:

2. He's always leaving his dirty dishes on the table.
3. He's constantly borrowing my clothes without asking me.
4. He's always trying to show me he's smarter than me.
5. He's forever bragging about himself.
6. He's constantly cracking his knuckles while I'm trying to study.
7. He's always forgetting to give me my phone messages.

Exercise 35, p. 33.

Sample sentences:

1. playing the music too loud.
2. talking on the phone.
3. leaving her clothes on the floor.
4. inviting friends over for parties.

Exercise 36, p. 34.

In A, the focus is on the activity. In B, the focus is on the place.

Exercise 37, p. 34.

3. in his bedroom watching TV.
4. watching TV in his bedroom.
5. taking a nap on the couch in the living room.
6. on the couch in the living room taking a nap.
7. attending a conference in Singapore.

Exercise 38, p. 35.

1. Breakfast is an important meal. **I** always **eat** breakfast.
2. While I was working in my office yesterday, my cousin **stopped** by to visit me.
3. Yuki **stayed** home because she **caught** a bad cold.
4. My brother **looks** like our father, but I **resemble** my mother.
5. Jun, are you **listening** to me? I am **talking** to you!
6. While I was surfing the internet yesterday, I **found** a really interesting Web site.
7. Did you **speak** English before you **came** here?
8. Yesterday, while I was working at my computer, Shelley suddenly **came** into the room. I **didn't know** she was there. I was **concentrating** hard on my work. When she suddenly **spoke**, I **jumped**. She **startled** me.

Chapter 3: Perfect and Perfect Progressive Tenses

Exercise 1, p. 36.

Questions: Have you ever . . .

1. bought a boat?
2. broken a window?
3. hidden from the police?
4. taught English?
5. made ice cream?
6. won a contest?
7. ridden an elephant?
8. flown an airplane?
9. caught a butterfly?
10. left your umbrella at a restaurant?
11. dug a hole to plant a tree?
12. driven a school bus?
13. drawn a picture of yourself?
14. built a house?
15. forgotten your own name?
16. fallen off a ladder?
17. held a poisonous snake?
18. stolen anything?
19. eaten a duck egg?
20. swung a baseball bat?
21. fed a lion?
22. split wood with an axe?
23. hit a baseball?
24. read a play by Shakespeare?
25. grown tomatoes from a seed?
26. torn a page out of a library book?

Exercise 2, p. 37.

1. written
2. lost
3. climbed
4. given
5. told
6. sung
7. ridden
8. drunk
9. taken
10. shaken
11. helped
12. slept
13. driven
14. had
15. studied
16. played

Exercise 4, p. 39.

1. since
2. for
3. for
4. since
5. for
6. since
7. for
8. since

Exercise 7, p. 40.

Present perfect verbs:

1. 've had
2. 've missed
3. haven't eaten
4. hasn't finished
5. have met . . . haven't
6. I've eaten
7. haven't read . . . haven't had

Time frame:

1. from the beginning of the week to now (Wed.)
2. from the beginning of the term to now
3. from the time speaker got up to now
4. from right after dinner to now
5. unspecified time
6. unspecified time
7. from the time she/he got the book up to now

Exercise 11, p. 42.

1. is
2. has already left
3. have already left
4. have you been
5. has she done
6. has come
7. have lived
8. is planning
9. have you been
10. has been
11. is
12. has been
13. have finished
14. has read

Exercise 13, p. 44.

1. has never seen
2. saw
3. had . . . went
4. haven't had
5. has been
6. was
7. has just occurred . . . occurred
8. have gotten . . . saw . . . am also getting
9. have already taken . . . took
10. have known
11. knew

Exercise 14, p. 45.

1. Have you ever broken something valuable? What did you break?
2. Have you ever lost something important? What did you lose?
3. Have you ever stayed up all night? Why did you stay up all night?
4. Have you ever traveled to an interesting place? Where did you travel to?
5. Have you ever been in a car accident? When were you in a car accident?
6. Have you ever played a team sport? Which sport did you play?

Exercise 15, p. 45.

1. a, c
2. a, c

Exercise 16, p. 47.

2. is reviewing . . . has been reviewing
3. is standing . . . has been standing
4. has been playing
5. have been practicing
6. have been sleeping

Exercise 17, p. 47.

Possible sentences using the present perfect progressive:

1. He has been cooking some food.
2. He has been fixing the table.
3. He has been memorizing vocabulary.
4. He has been planting flowers.
5. He has been vacuuming.
6. He has been washing the windows.

*Using **yesterday** plus the simple past:*

1. He cooked some food yesterday.
2. He fixed the table yesterday.
3. He memorized vocabulary yesterday.
4. He planted flowers yesterday.
5. He vacuumed yesterday.
6. He washed the windows yesterday.

*Using **just** plus the present perfect:*

1. He has just cooked some food.
2. He has just fixed the table.
3. He has just memorized vocabulary.
4. He has just planted flowers.
5. He has just vacuumed.
6. He has just washed the windows.

Exercise 18, p. 48.

1. have you been
2. I've been taking
3. haven't been working
4. how are
5. haven't seen
6. They're doing
7. They're traveling
8. have they been
9. It's been
10. they've been traveling
11. They've been staying
12. spending
13. they're enjoying

Exercise 19, p. 48.

4. has been waiting
5. have liked
6. has been watching
7. has been teaching / has taught
8. have been playing . . . has been playing / has played

Exercise 20, p. 49.

1. has been waiting . . . 9:00 A.M.
2. has owned . . . one month
3. has not decided
4. has been sitting . . . 7:00
5. have been playing . . . three hours

Exercise 22, p. 49.

First events:

1. Someone had knocked . . . .
2. The teacher had written . . . .

Exercise 23, p. 51.

2. felt . . . took
3. had already given . . . got
4. was . . . had stopped
5. roamed . . . became / had become . . . appeared
6. had never seen . . . visited
7. had left/left
8. looked . . . had left . . . had forgotten. . . offered
9. saw . . . had not seen . . . didn't recognize . . . had lost
10. emigrated . . . had never traveled . . . settled . . . grew . . . went . . . had always wanted

Exercise 24, p. 52.

Past perfect verbs:

1. had forgotten . . . had called . . . had rushed (Fiction writing uses more past perfect.)
2. no past perfect verbs (Spoken English uses more past tense.)
3. had had . . . had passed away . . . had grown (Fiction writing uses more past perfect.) [*Note: moved* could be either *had moved* or *moved.* If past perfect, the second *had* does not need to be repeated.]

Exercise 25, p. 52.

1. we-əd
2. movie-əd
3. I-əd
4. roommate-əd

Exercise 26, p. 53.

1. We had . . .
   He had . . .
   They had
2. children had
3. roommates had
4. *(no reduction)*
5. flood had
6. Where had
7. I had *(1st sentence)*

Exercise 27, p. 53.

2. had
3. has
4. had
5. had
6. would
7. have
8. is . . . has

Exercise 28, p. 54.

1. had already eaten
2. she'd been
3. she'd had
4. there'd been
5. hadn't called
6. she'd forgotten
7. It'd been

Exercise 29, p. 55.

1. a
2. b
3. b
4. a

Exercise 30, p. 55.

3. have been studying
4. had been studying
5. had been daydreaming
6. have been sleeping

Exercise 31, p. 56.

Sample answers:

2. had been talking
3. had been playing
4. had been dancing
5. had been looking
6. had been drawing
7. had been studying

Exercise 32, p. 57.

2. Mr. Sanchez
3. Alice
4. Carlos
5. Jane
6. Mr. Fox
7. Dan
8. Ken
9. Robert

Exercise 33, p. 58.

1. a
2. b
3. b
4. a
5. b

Exercise 34, p. 58.

1. Since I came to this country, I **have learned / have been learning** a lot about the way of life here.
2. I **arrived** here only a short time ago. I **have been** here since last Friday.
3. How long **have** you been living here? I **have** been here for almost two years.
4. Why **haven't you** been in class for the last couple of days?
5. I **have been** coaching a soccer team for the last two months.
6. My grandfather **lived** in a small village in Italy when he was a child. At nineteen, he **moved** to Rome, where he **met** and **married** my grandmother in 1957. My father **was** born in Rome in 1960. I **was** born in Rome in 1989.
7. I **have been** living in my cousin's apartment since I arrived here. It **is** very small, and we are sharing the bedroom. I **need** my own place, but I **haven't found** one so far.
8. When I was a child, I **lived** with my grandmother instead of my parents. Grandpa **had died / died** before I **was** born, so I never knew him. Grandma raised me alone.

Chapter 4: Future Time

Exercise 1, p. 60.

1. future
2. future
3. present
4. future
5. future
6. present
7. present
8. future
9. future
10. present

Exercise 2, p. 60.

1. Marie will **cook** some chicken and rice for dinner tonight.
2. Where **will you** be tomorrow morning?
3. I **won't / will not** ride the bus to work tomorrow.
4. Marco will **probably call** us this evening.
5. I **am** going to look for a new apartment.

Exercise 3, p. 61.

1. no
2. yes
3. yes
4. no
5. yes
6. yes
7. yes
8. no

Exercise 5, p. 62.

1. You will need
2. We will review
3. test will have
4. There will be
5. You will have
6. nobody will finish
7. It will be
8. results will be

Exercise 6, p. 62.

1. going to
2. gonna
3. going to
4. gonna

Exercise 8, p. 63.

1. b
2. a . . . d
3. c

Exercise 9, p. 64.

1. c
2. a
3. A: c
   B: b
4. a
5. b
6. c

Exercise 10, p. 64.

1. willingness
2. plan
3. prediction
4. plan
5. willingness
6. prediction
7. willingness
8. plan

Exercise 11, p. 65.

3. B: 'll do
   C: 'll do
4. 's going to erase
5. B: 'll meet
   A: 'll see
6. 'm going to meet
7. won't tell
8. won't open

Exercise 12, p. 66.

1. a
2. b
3. a
4. b
5. a

Exercise 14, p. 67.

2. [After the rain stops,] I'm going to sweep the front porch.
3. I'm going to start making dinner [before my wife gets home from work today.]
4. I'm going to wait right here [until Sonya comes.]
5. [As soon as the war is over,] there will be new elections.
6. Right now the tide is low, but [when the tide comes in,] the ship will leave the harbor.
7. [While I'm driving to work tomorrow,] I'm going to listen to my Greek language CD.

Exercise 15, p. 67.

2. eat . . . will probably take / am probably going to take
3. get . . . will give / am going to give
4. watch . . . will call / am going to call
5. will wait / am going to wait . . . comes
6. stops . . . will walk / am going to walk
7. graduate . . . intend . . . will go / am going to go . . . get
8. will listen / am going to listen . . . am sleeping

Exercise 16, p. 68.

1. What are you going to do after you wake up tomorrow?
2. What are you going to do as soon as class ends today?
3. Before you go to bed tonight, what are you going to do?
4. What are you going to do when you have free time this weekend?
5. When you finish school, what are you going to do?

Exercise 17, p. 68.

All the sentences have a future meaning.

Exercise 18, p. 69.

4. in the future
5. in the future
6. now
7. in the future
8. habitually
9. in the future
10. in the future
11. habitually
12. A: now
    B: now
    A: in the future
13. A: in the future
    B: in the future
    A: in the future

Exercise 19, p. 70.

Sample answers:

2. am taking / am catching
3. am stopping / am quitting
4. am seeing
5. are driving

Exercise 21, p. 71.

All the verbs take a progressive form (present, past, future).

Exercise 22, p. 72.

1. is going to be studying / will be studying . . . am going to be finishing / will be finishing
2. is going to be seeing / will be seeing . . . is going to be doing / will be doing . . . is going to be talking / will be talking

Exercise 23, p. 72.

1. arrive . . . is going to be waiting / will be waiting
2. get . . . is going to be shining / will be shining . . . are going to be singing / will be singing . . . is still going to be lying / will still be lying

3. B: am going to be enjoying / will be enjoying
   A: am going to be thinking / will be thinking
4. will be / am going to be in Chicago visiting
5. will be / am going to be working

Exercise 24, p. 73.

All the verbs are in a form of the perfect.

Exercise 25, p. 73.

1. have been . . . had been . . . will have been
2. get . . . will have already arrived . . . will already have arrived
3. got . . . had already arrived
4. have been sitting . . . had been sitting . . . will have been sitting
5. will have begun . . . will have been teaching
6. will have been driving
7. get / will have taken
8. will have been running
9. will have been

Exercise 26, p. 74.

2. He will shave, shower, and then make a light breakfast.
3. After he eats breakfast tomorrow, he will get ready to go to work.
4. By the time he gets to work tomorrow, he will have drunk three cups of coffee.
5. Between 8:00 and 9:00, Bill will answer his email and (will) plan his day.
6. By 10:00 tomorrow, he will have called his new clients.
7. At 11:00 tomorrow, he will be attending a staff meeting.
8. He will go to lunch at noon and have a sandwich and a bowl of soup.
9. After he finishes eating, he will take a short walk in the park before he returns to the office.
10. He will work at his desk until he goes to another meeting in the middle of the afternoon.
11. By the time he leaves the office, he will have attended three meetings.
12. When Bill gets home, his children will be playing in the yard.
13. They will have been playing since 3:00 in the afternoon.
14. As soon as he finishes dinner, he will take the children for a walk to a nearby playground.
15. Afterward, the whole family will sit in the living room and discuss their day.
16. They will watch television for a while, and then he and his wife will put the kids to bed.
17. By the time Bill goes to bed tomorrow, he will have had a full day and will be ready for sleep.

Chapter 5: Review of Verb Tenses

Exercise 1, p. 76.

1. I **have been** studying here since last January.
2. By the time Hassan returned to his country, he **had been** away from home for more than three years.
3. After I **graduate**, I **am** going to return to my hometown.
4. By the end of the 21st century, man will **have** discovered the cure for the common cold.
5. I want to get married, but I **haven't met** the right person yet.
6. I have **seen** that movie three times, and now I **want** to see it again.
7. I **don't** like my job. My brother wants me to quit. I **think** he is right.
8. While **I'm studying** tonight, I'm going to listen to classical music.
9. We washed the dishes and **cleaned** up the kitchen after our dinner guests **left**.
10. My neighbors are Mr. and Mrs. Sanchez. I **have known** them ever since I **was** a child.
11. Many scientists believe there **will be** a major earthquake in California in the near future.

Exercise 2, p. 76.

1. is studying . . . is also taking . . . begin
2. had already eaten . . . left
3. always eats . . . goes . . . goes . . . will eat / is going to eat
4. called . . . was attending
5. will be attending
6. got . . . was sleeping . . . had been sleeping
7. is taking . . fell . . . has been sleeping
8. eats . . . is going to go / will go . . . will have eaten . . . goes
9. started . . . hasn't finished . . . has been reading
10. has finished . . . is reading . . . has been reading . . . intends . . . has read . . . has ever read

Exercise 4, p. 78.

Part I.

1. F
2. T
3. F
4. T

Part II.

1. got
2. took
3. put
4. didn't open
5. tried
6. knocked
7. opened
8. didn't see
9. saw
10. had been trying
11. apologized
12. went
13. felt
14. had done

Exercise 6, p. 79.

1. got
2. have been trying
3. have been

4. have had / 've had
5. has been staying
6. have been spending / have spent / are spending
7. have been
8. went
9. watched
10. have barely had
11. is
12. am sitting
13. have been sitting
14. leaves / is going to leave / will leave
15. decided / have decided
16. am writing
17. am getting
18. am going to take / will take
19. get
20. are you getting
21. are your classes going

Exercise 8, p. 80.

1. a
2. a
3. b
4. a
5. b
6. b

Exercise 9, p. 80.

1. has experienced
2. will experience / is going to experience
3. began
4. have occurred
5. causes
6. have developed
7. hold / are holding
8. moves
9. waves
10. know
11. happened
12. struck
13. were sitting
14. suddenly found
15. died
16. collapsed
17. sent
18. will the next earthquake occur / is the next earthquake going to occur
19. have often helped
20. are studying
21. also appear
22. seem
23. have developed
24. will be / are going to be
25. strikes

Exercise 13, p. 82.

1. I haven't been in this town very long. I **came** here just two weeks ago.
2. Dormitory life is not quiet. Everyone **shouts** and **makes** a lot of noise in the halls.
3. My friends will meet me when **I arrive** at the airport.
4. Hasn't anyone ever **told** you to knock on the door before you enter someone else's room? Didn't your parents **teach** you that?
5. The phone **rang** while I **was** doing the dishes. I **dried** my hands and **answered** it. When I **heard** my husband's voice, I **was** very happy.
6. I **have been** in the United States for the last four months. During this time, I **have** done many things and **seen** many places.
7. When the old man started to walk back to his hut, the sun **had** already **hid** / **hidden** itself behind the mountain.
8. While I **was** writing my composition last night, someone **knocked** on the door.
9. Why did you **write** a children's book?
10. I'm really glad you **are going to** / **will** visit my hometown next year.
11. While I was **visiting** my cousin in Los Angeles, we went to a restaurant and **ate** Thai food.
12. When I was a child, I viewed things from a much lower height. Many physical objects around me **appeared** very large. When I **wanted** to move something such as a chair, I **needed** help.
13. When I was in my country, I **was** afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I **have** a different opinion. I **have lived** in this small town for three months and **(have) learned** that there is very little crime here.

Chapter 6: Subject-Verb Agreement

Exercise 1, p. 84.

2. My **parents** visit many countries when they travel in Europe.
3. Robert **sings** when he **takes** a shower.
4. **Chickens, ducks**, and **turkeys** lay **eggs**.
5. Anna **wears gloves** on her **hands** when she **works** in her garden.
6. She **scratches** her chin when it **itches**.

Exercise 2, p. 84.

2. plural, noun
3. singular, verb
4. plural, noun
5. singular, verb
6. plural, noun

Exercise 3, p. 85.

2. writes/s/
3. robs/z/
4. rugs/z/
5. sleeps/s/
6. locks/s/
7. wishes/əz/
8. pages/əz/
9. months/s/

Exercise 4, p. 86.

4. bushes/əz/
5. hats/s/
6. rises/əz/
7. seasons/z/
8. develops/s/
9. touches/əz/
10. coughs/s/
11. methods/z/
12. languages/əz/

Exercise 5, p. 86.

1. Cats sleep . . . hours
2. shapes . . . sizes
3. practices . . . sentences
4. cafeteria . . . serves . . . sandwiches
5. teacher . . . encourages
6. coughs . . . sneezes

Exercise 6, p. 86.

1. Opera singers sing. An opera singer sings.
2. Teachers teach. A teacher teaches.
3. Butterflies fly. A butterfly flies.
4. Balls bounce. A ball bounces.
5. Doors open and close. A door opens and closes.
6. Mosquito bites itch. A mosquito bite itches.
7. Hungry babies cry. A hungry baby cries.
8. Students ask questions. A student asks questions.
9. Snakes hiss. A snake hisses.
10. Dogs say "arf-arf" in English. A dog says "arf-arf" in English.

Exercise 7, p. 87.

1. The verb agrees with the subject: In sentence a., the subject is singular, so the verb is singular. In b., there is a plural subject, so the verb is plural.
2. In a., there is a plural subject, so the verb is plural. In b., *every* is followed by a singular noun, so the verb is singular.
3. In a. and b., the subjects *fruit* and *apples,* not the prepositional phrases that follow, determine agreement.
4. In a., *vegetables* is the plural subject, so the verb is plural. In b., the gerund *eating* is the subject, not *vegetables.* Gerunds require a singular verb.

Exercise 8, p. 87.

1. is
2. are
3. astounds
4. are
5. is
6. agree
7. approves
8. has
9. are . . . is
10. is
11. do
12. was
13. were
14. Is
15. is

Exercise 9, p. 88.

1. know
2. know
3. knows
4. knows
5. knows
6. know
7. knows
8. knows

Exercise 10, p. 88.

In most expressions of quantity, the verb is determined by the noun that follows *of* (items 1, 2, 3, 4). Exceptions: *one of* and *each of* take a plural noun but a singular verb (items 5, 6).

Exercise 11, p. 89.

2. apples . . . are
3. movie . . . is
4. movies . . . are
5. students . . . are
6. money . . . is
7. students . . . are
8. clothing . . . is
9. one . . . is
10. Each . . . has
11. Each . . . has
12. Every one . . . is
13. animals . . . are . . . All . . . are
14. A number . . . are
15. The number . . . is
16. One . . . is
17. Do . . . students
18. Does . . . homework
19. were . . . students
20. was . . . one

Exercise 12, p. 90.

2. are
3. is
4. are
5. is
6. is
7. is
8. is
9. are
10. are
11. is
12. is
13. are
14. is
15. is
16. is
17. are
18. is
19. is
20. are

Exercise 14, p. 91.

1. aren't
2. isn't
3. are
4. is
5. are
6. isn't
7. was
8. is
9. are
10. has been
11. have been

Exercise 15, p. 91.

1. There are
2. there is
3. There are
4. There is
5. Is there
6. Are there
7. there are
8. Is there

Exercise 17, p. 92.

1. is
2. is
3. are
4. are
5. are

Exercise 19, p. 94.

2. is
3. is
4. seeks
5. is
6. are
7. is
8. is
9. do
10. are
11. is
12. are
13. is
14. commute
15. is . . . isn't it
16. are
17. want
18. depends . . . are . . . have

Exercise 20, p. 94.

2. Linguistics is
3. Diabetes is
4. English is
5. are . . . Canadians
6. 70 percent . . . is . . . one percent . . . is
7. is 256
8. The Netherlands is
9. Fish are

Exercise 22, p. 95.

1. are
2. is
3. are
4. are
5. is
6. are
7. is
8. are
9. are
10. is
11. is
12. is

Exercise 23, p. 96.

1. His ideas are interesting.
2. Some of the people are friendly.
3. One of the girls is absent.
4. Italian is a Romance language.
5. Two-thirds of the food is gone.
6. The clothes in that store are expensive.
7. The clothing in those stores is inexpensive.
8. Most of the stores in tourist towns are overpriced.

Exercise 24, p. 96.

1. has
2. is
3. need
4. needs
5. is
6. is
7. is
8. are

Exercise 25, p. 96.

3. I, are
4. C
5. C
6. I, are
7. C
8. I, has
9. I, work
10. C
11. I, are
12. C
13. C
14. I, contain

Exercise 26, p. 97.

2. are
3. keeps
4. makes
5. is
6. is
7. Does
8. Do
9. is
10. are
11. are
12. Are
13. is
14. is
15. appears
16. are
17. is
18. provides

Exercise 27, p. 98.

3. A lot of the people in my class **work** during the day and **attend** class in the evening.
4. Many of the satellites orbiting the earth **are** used for communications.
5. *(no errors)*
6. Studying a foreign language often **leads** students to learn about the culture of the countries where it is spoken.
7. One of the most common names for dogs in the United States **is** "Rover."
8. *(no errors)*
9. Most of the mountain peaks in the Himalayan Range **are** covered with snow the year round.
10. *(no errors)*
11. Seventy-five percent of the people in New York City **live** in upstairs apartments, not on the ground floor.
12. *(no errors)*
13. Unless there **is** a profound and extensive reform of government policies in the near future, the economic conditions in that country will continue to deteriorate.
14. While I was in Paris, some of the best food I found **was** not at the well-known eating places but in small out-of-the-way cafés.

Chapter 7: Nouns

Exercise 1, p. 100.

2. branches
3. mice
4. enemies
5. valleys
6. shelves
7. beliefs
8. women
9. echoes
10. photos
11. zeros/zeroes
12. crises
13. curricula
14. offspring

Exercise 2, p. 100.

2. potatoes
3. fish
4. sandwiches
5. carrots
6. vegetables
7. kangaroos
8. geese
9. donkeys
10. deer
11. wolves
12. sheep

Exercise 4, p. 102.

-s

beliefs
chiefs
clouds
kilos
memos
photos
videos
zoos

-es

heroes
boxes
classes
matches
potatoes
tomatoes
fishes (*possible, but rare*)

-ves

knives
leaves
lives
loaves
scarves
shelves
wolves

no change

deer
fish
sheep

Exercise 5, p. 103.

3. men
4. attorneys
5. discoveries . . . laboratories
6. boxes . . . oxen
7. beaches . . . cliffs
8. pianos
9. phenomena
10. media

Exercise 6, p. 104.

(1) **Bacteria** are the smallest living **things**. They are simple **organisms** that consist of one cell.

(2) **Bacteria** exist almost everywhere. They are in the air, water, and soil, as well as in the **bodies** of all living **creatures**.

(3) There are **thousands** of **kinds** of **bacteria**. Most of them are harmless to human **beings**, but some cause **diseases** such as tuberculosis and pneumonia.

(4) **Viruses** are also microscopic **organisms**, but **viruses** live in the **cells** of other living **things**. By themselves, they are lifeless **particles** that cannot reproduce, but inside a living cell they become active and can multiply **hundreds** of **times**.

(5) **Viruses** cause many **diseases**. They infect human **beings** with such **illnesses** as influenza, the common cold, measles, and AIDS (Acquired Immune Deficiency Syndrome).

(6) **Viruses** are tiny. The virus that causes AIDS is 230 million times smaller than the period at the end of this sentence. Some viral **infections** are difficult or impossible to treat.

Exercise 7, p. 104.

1. 2
2. 1
3. 1
4. 2
5. 2
6. 1

Exercise 8, p. 105.

2. boy's
3. boys'
4. children's
5. child's
6. Sally's
7. Bess's/Bess'
8. today's
9. month's
10. Jack and Larry's

Exercise 9, p. 105.

3. My uncle is my **father's** brother.
4. I have four aunts. All of my **aunts'** homes are within walking distance of my **mother's** apartment.
5. Esteban's **aunt's** oldest son is a violinist.
6. **Bill's** wife is a factory worker.
7. I walked into my **boss's/boss'** office.
8. I borrowed the **secretary's** pen to fill out the application form.
9. Five astronauts were aboard the space shuttle. The **astronauts'** safe return to earth was a welcome sight to millions of television viewers.
10. It is the **people's** right to know what the city is going to do about the housing problem.
11. Quite a few diplomats are assigned to our city. Almost all of the **diplomats'** children attend a special school.
12. A **diplomat's** work invariably involves numerous meetings.

Exercise 10, p. 106.

2. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an **individual's** personal characteristics, such as friendliness or trustworthiness.
3. Many mythological stories tell of **heroes'** encounters with giants or dangerous animals. In one story, the **hero's** encounter with a dragon saves a village from destruction.
4. **Children's** play is an important part of their lives. It teaches them about their environment while they are having fun. For instance, they can learn that boats float and can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. **Adults'** toys are usually much more expensive than **children's** toys.

Exercise 11, p. 106.

1. computer error
   computer screen
   computer skills
2. airplane passenger
   airplane pilot
   airplane ticket

Exercise 12, p. 107.

2. flowers . . . flower
3. beans . . . bean
4. babies . . . baby
5. children . . . child
6. salads . . . salad
7. mosquitoes/mosquitos . . . mosquito
8. two-hour . . . two hours
9. ten years old . . . ten-year-old
10. three-letter . . . three letters

Exercise 14, p. 108.

1. taxi, drivers
2. drivers, taxis
3. office, managers
4. managers, offices
5. airplanes, seats
6. airplane, seats
7. schools, activities
8. school, activities

Exercise 15, p. 108.

1. a, b, c
2. a, c, d

Exercise 16, p. 109.

2. jewelry (NC)
   rings (C)
   bracelets (C)
   necklace (C)
3. mountains (C)
   fields (C)
   lakes (C)
   scenery (NC)

4. Gold (NC)
   iron (NC)
   metals (C)
5. iron (C)
6. car (C)
   engine (C)
   furniture (NC)
   refrigerator (C)
   junk (NC)

Exercise 17, p. 111.

3. trees, bushes, grass, dirt, flowers
4. advice, suggestions
5. words, vocabulary
6. glasses, water
7. Windows, glass
8. glasses, eyesight
9. time, homework, assignments
10. times, time
11. smoke, dust, monoxide, substances, pollution
12. literature, novels, poetry, essays, poets, poems
13. seasons, weather
14. happiness, patience, rewards
15. stars, grains, sand
16. *(no change)*

Exercise 19, p. 112.

2. rivers
3. symphonies, music
4. trucks, traffic
5. computers, equipment
6. problems, homework
7. vocabulary, definitions
8. this information
9. advice
10. progress

Exercise 20, p. 113.

1. Tom uses *the* because he and Anna are talking about the same specific cat.
2. Tom uses *a* because Anna doesn't know the cat he's talking about. The speaker and listener are not thinking of the same specific cat.
3. Tom and Anna are talking about any and all cats in general.

Exercise 21, p. 115.

4. Ø Tennis
5. A
6. An
7. Ø Gold
8. A
9. Ø Health
10. An
11. A
12. Ø Water
13. Ø Knowledge
14. Ø Homework
15. Ø Grammar
16. A
17. Ø English
18. Ø Air
19. Ø Fruit
20. An
21. Ø Iron
22. An
23. A
24. Ø Basketball

Exercise 22, p. 116.

5. an
6. some
7. a
8. some
9. some
10. some
11. a
12. some
13. an
14. some
15. a
16. some
17. a
18. some
19. Some
20. some
21. an
22. some

Exercise 23, p. 117.

1. Ø
2. an
3. Ø
4. a
5. an
6. a
7. Ø
8. Ø

Exercise 25, p. 117.

1. Oh, look at **the** moon! It's beautiful tonight.
2. I saw a cat and a bird outside my window. **The** cat was trying to catch **the** bird, but it didn't succeed. **The** bird flew away.
3. **Birds** have **wings**. Many insects have wings too.
4. We all look **for happiness**.
5. I have **a** book.

Exercise 26, p. 118.

3. a
4. the
5. B: the
   A: a
6. a
7. the . . . the
8. A: The . . . a . . . the
   B: the
9. A: The
   B: a . . . a
   A: the
   B: a . . . the . . . the
   A: the
   B: an

Exercise 27, p. 119.

4. Ø
5. A . . . an
6. Ø Hats . . . Ø
7. The
8. Ø . . . Ø
9. the
10. an
11. the . . . the . . .
    an . . . the

Exercise 28, p. 120.

1. a
2. a
3. Ø Cell . . . Ø
4. a
5. the
6. Ø Jewelry . . . Ø . . . Ø
7. an
8. Ø Beings . . . the
9. Ø
10. The
11. The

Exercise 29, p. 120.

1. a
2. the
3. Ø (**People**) . . . Ø . . . Ø . . . Ø . . . Ø . . . Ø . . . Ø
4. Ø . . . Ø . . . Ø . . . a
5. a . . . an . . . a . . . a . . . the . . . the . . . the . . . the
6. Ø . . . Ø . . . Ø . . . an . . . Ø
7. a . . . the . . . the . . . the

Exercise 30, p. 121.

1. a
2. a
3. a
4. a
5. a
6. The
7. a
8. the
9. an
10. the
11. a
12. a
13. the
14. the
15. a

Exercise 31, p. 121.

Deleted words/expressions:

9. too much
11. a little
13. a great deal
16. two
17. a couple of
18. both
19. several
23. too many
25. a few
27. a number of

Exercise 32, p. 123.

Deleted words/expressions:

6. too many
7. a few
9. a number of
17. too much
20. a little
22. a great deal of

Exercise 33, p. 123.

3. much
4. many letters
5. is . . . much
6. much
7. many sides
8. much
9. many
10. much
11. is . . . much
12. much
13. many patients
14. many teeth
15. isn't much

Exercise 34, p. 124.

2. stamps, rice, stuff, things
3. Ø, salt, equipment, Ø
4. Ø, loaves of bread, Ø, jars of honey
5. novels, Ø, poems, Ø
6. orange juice, light bulbs, hardware, computer software
7. sleep, information, facts, help
8. women, movies, scenes, Ø
9. shirts, Ø, pens, Ø
10. patience, wealth, Ø, Ø
11. money, advice, time, Ø
12. ideas, theories, hypotheses, Ø

Exercise 36, p. 125.

1. a
2. b

Exercise 37, p. 126.

3. A little
4. (very) little
5. a few
6. (very) few
7. a few
8. a little
9. (very) little

Exercise 38, p. 127.

3. (very) few
4. a few . . . a few
5. a few
6. (very) few . . . (very) little
7. a little
8. a little . . . a little

Exercise 39, p. 128.

1. b
2. a
3. b
4. a
5. a
6. b
7. b

Exercise 41, p. 128.

1. country
2. countries
3. country . . . country
4. countries

Exercise 42, p. 129.

2. girls
3. children
4. child
5. member
6. members
7. student
8. students
9. student
10. students

Exercise 43, p. 129.

3. The teacher gave **each student** / **each of the** students a test paper.
4. *(no change)*
5. Spain is one of the **countries** I want to visit.
6. Every **piece of** furniture / **All the** furniture / **All of the** furniture in that room is made of wood.
7. One of the **machines** / One of the **pieces of** equipment / One **piece of** equipment / **Some** of the equipment in our office is broken.
8. I gave a present to **each woman** / each of the **women** / **all of the women** in the room.
9. One of my favorite **places** in the world is an island in the Caribbean Sea.
10. *(no change)*
11. It's impossible for one human being to know every **language** in the world.
12. I found each of the **errors** / **each error** in this exercise.

Exercise 44, p. 130.

3. Ø
4. of
5. of
6. of
7. of
8. Ø
9. of
10. of
11. of
12. of
13. of
14. of

Exercise 45, p. 131.

3. Ø . . . Ø
4. of
5. of
6. of
7. Ø
8. of
9. Ø
10. of
11. Ø
12. of
13. of

Exercise 50, p. 134.

1. That book **contains** many different **kinds** of **stories** and **articles**.
2. In my country, there **are a lot** of schools.
3. She is always willing to help her friends in every possible **way**.
4. In the past, horses **were** the principal **means** of transportation.
5. He succeeded in creating one of the best **armies** in the world.
6. There **is** a lot of **equipment** in the research laboratory, but undergraduates are not allowed to use **it**.
7. I have a **five-year-old** daughter and a **three-year-old** son.
8. Most of **the** people in my **apartment** building **are** friendly.
9. Everyone **seeks happiness in life**.
10. Writing compositions **is** very hard for me.
11. Almost **all** of the students / **Almost all** students / **Most** (**of the**) students in my class are from Asia.
12. It's difficult for me to understand English when people **use** a lot of **slang**.

Chapter 8: Pronouns

Exercise 1, p. 135.

1. My friends and I ordered Indian food at the restaurant. I wasn't very hungry, but I ate most of **it**.
2. When we were in school, my sister and **I** used to play tennis after school every day.
3. If you want to pass **your** exams, you had better study very hard for **them**.
4. A hippopotamus spends most of **its** time in the water of rivers and lakes.
5. After work, Mr. Gray asked to speak to Mona and **me** about the company's new policies. He explained **them** to us and asked for **our** opinions.
6. My friends asked to borrow my car because **theirs** was in the garage for repairs.

Exercise 3, p. 137.

pronouns	*antecedents*
2. they . . . they	monkeys
3. she	teacher
them	papers
4. her . . . She	Nancy
it	apple
5. it	dog
6. She . . . She	cat
His (poss. adj.) . . . him	Yuri
They	dogs
him	Yuri

Exercise 4, p. 137.

1. me
2. me
3. him
4. her
5. me

Exercise 5, p. 137.

2. She
3. her . . . her
4. Her
5. She . . . her . . . her
6. her
7. She . . . her
8. I
9. me
10. me
11. my
12. mine . . . me

Exercise 6, p. 138.

2. mine . . . yours
3. their . . . hers . . . his
4. Our . . . our . . . ours . . . theirs

Exercise 8, p. 138.

2. its
3. Its . . . It's . . . It's
4. its
5. it's

Exercise 9, p. 139.

It . . . dives . . . spears . . . its . . . its . . . it . . . tosses . . . catches . . . it . . . swallows . . . it . . . It's . . . them

Exercise 10, p. 139.

1. A: him
   B: he's
   C: him
   D: his
   E: his . . . he's . . . he'll
2. A: Does she
   B: Is she
   C: they
   D: their . . . he's
   E: them
   F: it's (it is) . . . mine . . . it's (it has)

Exercise 12, p. 140.

3. (**All**) students in Biology 101 **have** to spend three hours per week in the laboratory where **they do** various experiments by following the directions in **their** lab manuals.
4. Citizens **have** two primary responsibilities. **They** should vote in **all elections** and **they** should serve willingly on juries.
5. *(no change)*

Exercise 13, p. 141.

Most common answers:

2. they (informal) . . . want
3. his or her
4. them (informal)
5. their (informal)
6. his or her
7. his or her

Exercise 14, p. 141.

1. *Team* refers to individual players.
2. *Team* refers to a single, impersonal unit.

Exercise 15, p. 142.

2. it . . . consists
3. It
4. they
5. They
6. It was
7. They are . . . their . . . them
8. It is

Exercise 17, p. 144.

2. herself
3. himself
4. themselves
5. ourselves
6. yourself
7. yourselves
8. himself/herself/oneself

Exercise 18, p. 144.

2. herself
3. themselves
4. myself
5. themselves
6. yourself
7. yourselves
8. myself
9. yourself . . . himself . . . myself . . . ourselves . . . themselves

Exercise 19, p. 145.

2. enjoy himself
3. proud of yourselves
4. pat yourself
5. killed himself
6. entertained themselves
7. introduced myself
8. feeling sorry for yourself
9. talking to yourself
10. laugh at ourselves
11. promised herself
12. angry at himself

Exercise 20, p. 146.

1. yourself
2. myself
3. ourselves
4. himself
5. themselves
6. herself

Exercise 21, p. 146.

1. Penguins . . . creatures . . . birds . . . they
2. Millions . . . years . . . wings . . . These . . . their
3. Penguins' . . . was . . . fish . . . wings . . . flippers . . . them
4. spend . . . water . . . eggs . . . land
5. habits
6. lays . . . egg . . . ice . . . returns
7. takes . . . He covers . . . his . . . it hatches
8. This . . . takes . . . weeks . . . this . . . doesn't
9. hatches . . . goes . . . himself . . . offspring
10. Penguins . . . environment . . . They . . . need

Exercise 22, p. 147.

MRS.: you = Mr. Cook
MR.: I = Mr. Cook . . . He = Jack Woods . . . it = car
MRS.: it = car
MR.: they = people in general . . . you = people in general . . . you = people in general
MRS.: One = people in general . . . one = people in general

Exercise 23, p. 147.

3. people in general
4. Alex
5. people in general
6. Sonya
7. people in general
8. people in general
9. the orchestra
10. They = airline company; you = people in general

Exercise 25, p. 148.

1. Picture B
2. Picture A

Exercise 26, p. 149.

2. Another . . . Another . . . Another . . . the other
3. The other
4. another
5. Others
6. Other
7. The other
8. The others

Exercise 27, p. 149.

1. Helen
2. Mai
3. Susie's
4. Thursday

Exercise 28, p. 150.

2. Another . . . The other
3. others
4. other
5. other
6. others
7. another
8. Another . . . Others
9. others
10. Another . . . Others . . . other
11. the other
12. the others
13. another
14. another

Exercise 30, p. 151.

1. another
2. the other
3. the others
4. the other
5. Others
6. another

Exercise 31, p. 151.

1. T
2. F
3. F
4. T

Exercise 32, p. 152.

2. Another . . . other
3. each other
4. the other
5. other . . . other
6. other
7. others . . . others . . . others
8. each other . . . each other . . . each other . . . other
9. other
10. other
11. another

Exercise 34, p. 154.

1. a
2. b
3. b
4. a
5. b

Exercise 35, p. 154.

2. My cousin and her husband moved to **another** city because they don't **like cold** weather.
3. I like to travel because I like to learn about **other countries** and **customs**.
4. Collecting stamps is one of my **hobbies**.
5. I came here three and a half **months** ago. I think I have **made good** progress in English.
6. When I lost my passport, I had to apply **for another** one.
7. When I got to class, all of the **other** students were already in their seats.
8. English has borrowed quite a few **words** from **other** languages.
9. There **are** many **students** from **different** countries in this class.
10. **Thousands** of **athletes** take part in the Olympics.
11. Education is one of the most important **aspects** of life. **Knowledge** about many different things **allows** us to live fuller lives.
12. All of the **students'** names were on the list.
13. I live in a **two-room** apartment. **It's** too small for my family.
14. **Many people** prefer to live in small towns. Their attachment to their communities **prevents** them from moving from place to place in search of **work**.
15. **Today's** news is just as bad as **yesterday's** news.
16. Almost **all** of the students in our class **speak** English well.
17. The teacher gave us several homework **assignments** / **some** homework to hand in next Tuesday.
18. In today's world, **women** work as **doctors**, **pilots**, **archeologists**, and many other **things**. Both my mother and father are **teachers**.
19. Every **employee** in our company **respects** Mr. Ward.
20. A child needs to learn how to get along with **other** people, how to spend his or her time wisely, and how to depend on himself or herself. OR
    Children need to learn how to get along with **other** people, how to spend **their** time wisely, and how to depend on **themselves**.

Chapter 9: Modals, Part 1

Exercise 1, p. 157.

2.–4. She can **see** it.
5. Can **you pass** the rice, please?
6. **Can you** see it?
7. They **can't** go there.
8. They aren't able **to** pay their rent.

Exercise 2, p. 158.

1. I
2. you
3. I
4. you
5. I
6. you
7. you

Exercise 4, p. 160.

1. B
2. A

Exercise 5, p.160.

2. a. Would you mind speaking with John?
   b. Would you mind if I spoke with John?
3. a. Would you mind if I turned on the air conditioner?
   b. Would you mind turning on the air conditioner?

Exercise 6, p. 161.

2. if I stayed
3. if I opened / opening
4. if I asked
5. if I smoked
6. speaking
7. if I changed / changing

Exercise 7, p. 161.

1. b
2. b
3. b
4. a
5. b

Exercise 9, p. 162.

Sample answers:

2. you give us a little more time
3. I get a ride
4. rescheduling / if I reschedule / if we reschedule
5. you take a look
6. if we moved

Exercise 12, p. 163.

1. a
2. b
3. a

Exercise 14, p. 165.

Sentences 2 and 3.

Exercise 15, p. 165.

2. must not
3. don't have to
4. doesn't have to
5. must not
6. don't have to
7. don't have to
8. doesn't have to

Exercise 17, p. 166.

1. must
2. don't have to
3. must not
4. must
5. don't have to
6. must not

Exercise 18, p. 166.

Advice possibilities: 1, 2, 4, 5

[*Note:* Item 6 is not advisable unless his cousin is a dentist.]

Exercise 22, p. 168.

1. b
2. b
3. a
4. a
5. b
6. a

Exercise 23, p. 169.

3. must/have to
4. have to/must (*have to* is preferred because the situation is not urgent or formal)
5. should
6. should (*also possible:* have to/must)
7. should OR must/have to (*if it's a requirement of the school*)
8. must/has to
9. should
10. must

Exercise 24, p. 169.

1. a
2. a, b
3. a, b
4. b

Exercise 25, p. 170.

Jim

Exercise 26, p. 170.

1. b
2. a, b
3. a
4. a, b

Exercise 27, p. 171.

Sample answers:

1. He shouldn't have left the door (to his house) open.
2. You should have gone (to the meeting).
3. She should have seen a doctor.
4. He should have read the contract (more) thoroughly.

Exercise 28, p. 171.

Possible answers:

1. I should have worn a coat.
2. I should have returned his call.
3. I shouldn't have opened the window.
4. I should have gone to the grocery store.
5. I shouldn't have bought her candy.
6. He should have married her.
7. He shouldn't have married her.
8. I should have gone out.
9. I shouldn't have lent her my car.
10. I should have set my alarm clock.

Exercise 29, p. 172.

Sample answers:

1. Kazu should have talked with Julie first.
   He shouldn't have accepted the job immediately.
   He should have thought about the offer before accepting.
   He should have known Julie would be upset.
2. Donna shouldn't have lent Hugo nearly all of her savings.
   Hugo shouldn't have spent her money so carelessly.
   Donna shouldn't have trusted Hugo.

Exercise 30, p. 172.

2. We're not **supposed** to open that door.
3. I have a meeting at seven tonight. I **am supposed** to be there a little early to discuss the agenda.
4. I'm **supposed** to be at the meeting. I suppose I'd better go.
5. Where have you been? You were **supposed to** be here an hour ago!

Exercise 31, p. 173.

Sample answers:

1. You're supposed to contact the police / fill out an accident report / call your insurance company.
2. You're supposed to put on your seat belt.
3. They are supposed to exercise.
   They are not supposed to eat unhealthy foods.
4. You're supposed to pull over (onto the shoulder).

5.–8. *(Answers will vary.)*

Exercise 32, p. 174.

1. a
2. a
3. a
4. b
5. b
6. a

Exercise 35, p. 175.

1. yes
2. yes (plan not completed)
3. no
4. yes (plan not completed)
5. no
6. yes (plan not completed)

Exercise 36, p. 176.

1. I had planned to stay home . . . .
   I was intending to stay home . . . .
2. I had planned to surprise you . . . .
   I was intending to surprise you . . . .
3. I had planned to reply . . . .
   I was intending to reply . . . .

Exercise 37, p. 176.

Sample answers:

1. I overslept
2. I got lost
3. I had to work
4. I couldn't get time off
5. we decided they wouldn't know anyone
6. I had the wrong date
7. we missed it

Exercise 40, p. 178.

Roberto's

Chapter 10: Modals, Part 2

Exercise 1, p. 180.

1. b
2. c
3. a

Exercise 2, p. 182.

Possible answers:

2. must have the wrong number.
3. may/might/could be at a meeting.
4. may/might/could fit Jimmy.
5. must miss them very much.

Exercise 5, p. 182.

1. 50% sure
2. 95% sure
3. 99% sure
4. 100% sure

Exercise 6, p. 183.

1. Rob
2. Linda and Hamid
3. Lucy

Exercise 7, p. 183.

Sample answers:

2. be home
3. be thirsty
4. like nuts
5. have many friends

Exercise 9, p. 184.

1. may be
2. can't be
3. don't run
4. could be
5. must be
6. might be
7. may be
8. couldn't be
9. could be
10. might be
11. I'll go
12. 's

Exercise 11, p. 185.

1. might have left
2. couldn't have left
3. must have left

Exercise 12, p. 186.

2. couldn't have been
3. must have been
4. must not have gotten
5. may/might/could have gotten

Exercise 13, p. 187.

Sample answers:

2. It may have been David because he met with his girlfriend's parents two nights ago.
3. It must have been Dylan because he took a diamond ring with him.
4. It couldn't have been Dick because he is going to wait to get married until he has a better job.
5. It must not have been Doug because he isn't sure if he's ready for marriage.

Exercise 14, p. 187.

Sample answers:

1. She (Laika) must have felt scared. He (Yuri) may have felt excited.
2. It must have been caused by the fireworks.
3. It might have been a mouse. It couldn't have been a burglar.

Exercise 16, p. 188.

2. must not like
3. must have been
4. must have been
5. must not speak
6. must be
7. must have hurt
8. must mean
9. must have been

Exercise 17, p. 188.

1. 50%
2. 100%
3. 50%
4. 90%
5. 50%

Exercise 18, p. 189.

1. Ned
2. Marco
3. Linda

Exercise 19, p. 189.

3. must
4. should/ought to/will
5. should/ought to
6. will
7. must
8. should/ought to/will
9. should/ought to/will
10. must be
11. should have/ought to have
12. must have

Exercise 20, p. 190.

4. Beth
5. Ron
6. Stacy
7. Barb
8. a rat
9. a cat
10. a mouse
11. Mark
12. my neighbor
13. Carol
14. Janet
15. Stephanie
16. Bob
17. Andre

Exercise 21, p. 192.

1. should ask
2. shouldn't ask
3. may have upset
4. should try
5. shouldn't have stayed
6. 'd better have
7. could have told
8. must have known

Exercise 23, p. 193.

1. no
2. no
3. yes
4. yes

Exercise 24, p. 193.

3. must be burning
4. may/might/could be talking . . . may/might/could be talking
5. must be playing
6. may/might/could be staying . . . may/might/could be staying
7. should be studying/ought to be studying
8. must be joking
9. may/might/could have been joking
10. must have been joking

Exercise 26, p. 195.

2. must be waiting
3. shouldn't have left
4. might have borrowed
5. must have been watching . . . must have forgotten
6. may have been attending (*also possible:* may have attended)
7. must have left
8. might be traveling
9. must not have been expecting
10. must have been daydreaming . . . should have been paying . . . shouldn't have been staring

Exercise 29, p. 197.

2. b
3. a
4. c
5. b
6. a
7. b
8. c
9. a
10. b
11. b
12. b

Exercise 30, p. 198.

1. b
2. d
3. a
4. c

Exercise 31, p. 199.

1. can
2. can't
3. can
4. can
5. can't
6. Can't
7. can
8. can't
9. can't
10. can

Exercise 33, p. 200.

1. a group of four-year-olds
2. a college class of (twenty-five) students in their late teens and early twenties
3. How many of you can dance? How many of you can sing? How many of you can draw?
4. all
5. Fewer hands were raised in the second group (about 1/3 for the first question; fewer for the next question; two for the last question).
6. When children are young, they generally have the feeling that they can do anything. As they grow older, they become more cautious because they don't want to look foolish, especially around their peers.

Exercise 34, p. 200.

The sentences have the same meaning.

Exercise 35, p. 200.

2. would give
3. used to be
4. used to be . . . would start
5. would take
6. used to live . . . would go . . . would wake . . . would hike . . . would see
7. used to be . . . would get . . . would spend . . . would find . . . would gather

[*Note:* The directions ask you to use *would* for repeated actions in the past, but in general, *used to* is also correct for repeated actions in the past.]

Exercise 39, p. 202.

Correct sentences: 3, 4, 5, 6

Exercise 40, p. 203.

1. will you be able to get
2. are going to have to take
3. am not going to be able to attend

Exercise 41, p. 203.

2. have to be able to
3. must not have been able
4. would rather not have to
5. should not have to

Exercise 43, p. 207.

2. could / would you hand (can / will you hand)
3. don't / won't have to go
4. can already say / is already able to say
5. must / have to attend
6. had to wait
7. could / might go
8. must not have seen
9. can't / couldn't / must not be . . . may / might / could belong (must belong)
10. can't / must not / may not go
11. shouldn't have laughed
12. could / might / may be

Exercise 44, p. 208.

1. a
2. b
3. a, b
4. a
5. a, b

Exercise 45, p. 208.

1. If you have a car, you can **travel** around the United States.
2. During class the students **must sit** quietly.
3. When you send for the brochure, you should **include** a self-addressed, stamped envelope.
4. A film director must **have** control over every aspect of a movie.
5. When I was a child, I **could** climb to the roof of my house and **see** all the other houses and streets.
6. We need to reschedule. I won't **be able to** see you at the time we scheduled for tomorrow.
7. I **broke** my leg in a soccer game three months ago.
8. **Would / Could / Will** you please help me with this?
9. Many students would **rather study** on their own than **go** to classes.
10. We **are** supposed to bring our books to class every day.
11. You can **have** a very good time as a tourist in my country. My country has many different climates, so you **had** better plan ahead before you **come**.
12. When you visit a big city in my country, you **must pay** attention to your wallet when you are in a crowded place because a thief **may / might / could** try to steal it.

Chapter 11: The Passive

Exercise 1, p. 211.

1. A
2. A
3. B
4. B
5. A
6. *(grammatically incorrect)*

Exercise 2, p. 212.

3. A
4. A
5. P
6. P
7. A
8. P
9. A
10. A

Exercise 3, p. 212.

2. is being opened
3. has been opened
4. was opened
5. was being opened
6. had been opened
7. will be opened
8. is going to be opened
9. will have been opened
10. Was . . . opened
11. Will . . . be opened
12. Has . . . been opened

Exercise 4, p. 213.

2. Customers are served by waitresses and waiters.
3. The lesson is going to be explained by the teacher.
4. The farmer's wagon was being pulled by two horses.
5. Yoko will be invited to the party by Toshi.
6. That report is being prepared by Alex.
7. The book had been returned to the library by Kathy.
8. Several public buildings have been designed by Miriam.
9. I won't be fooled by his tricks.
10. That note wasn't written by me. Was it written by Jim?
11. Is that course taught by Prof. Shapiro? No, it isn't taught by him.
12. Those papers haven't been signed by Mrs. Andrews yet. Have they been signed by Mr. Andrews yet?
13. Anwar gave the speech.
14. The teaching assistant is going to correct our assignments.
15. Did Thomas Edison invent the electric light bulb?
16. Most drivers don't obey the speed limit on Highway 5.
17. Has the building manager informed you of the rent increase?

Exercise 5, p. 213.

3. *(no change)*
4. That theory was developed by Dr. Ikeda.
5. The small fishing village was destroyed by a hurricane.
6. *(no change)*
7. *(no change)*
8. After class, the board is always erased by one of the students.
9. *(no change)*
10. *(no change)*
11. *(no change)*
12. The dispute is going to be settled by a special committee.
13. Was the thief caught by the police?
14. *(no change)*

Exercise 8, p. 215.

Early Writing Materials

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances, such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

1. Papyrus and parchment were used for writing.
2. Parchment was made from the skins of animals such as sheep and goats.
3. The hair was removed, and the skins were stretched and rubbed smooth.

4. The Chinese first used paper.
5. No one knows when ink was first used.
6. Natural substances, such as berries, soot, and tree bark, were used for ink.
7. Synthetic chemicals are in ink today.

Exercise 9, p. 215.

2. A package was delivered to our apartment yesterday.
3. Maria taught her son to read when he was three.
4. When I was in elementary school, we were required to wear uniforms.
5. As we watched, the airplane disappeared into the clouds.
6. I agreed with your decision yesterday.
7. Timmy dropped a plate after dinner last night.
8. The plate fell to the floor with a crash.
9. What happened yesterday?
10. Something very sad happened yesterday.
11. My cat was hit by a speeding truck.
12. She was killed instantly.
13. She died instantly.

Exercise 10, p. 216.

1. a
2. b
3. b
4. a
5. b
6. b

Exercise 11, p. 216.

1. were killed by tornadoes
2. will be announced / is going to be announced
3. are consumed
4. have been recalled
5. will be delayed / are going to be delayed

Exercise 12, p. 216.

1. I was invited to a party.
2. Rice is grown in many countries.
3. The tennis match is being televised.
4. I was told to be here at ten.
5. Dinner is going to be served at six.
6. A mistake has been made.
7. *(no change)*
8. That picture was drawn by Ivan's daughter. This picture was drawn by my son.
9. The applicants will be judged on their creativity.
10. *(no change)*
11. Is that course being taught by Professor Rivers this semester?
12. The mail had already been delivered by the time I left for school this morning.
13. When are the results of the contest going to be announced?
14. After the concert was over, the rock star was surrounded by hundreds of fans outside the theater.

Exercise 14, p. 218.

2. is surrounded
3. is spelled
4. is going to be / will be built
5. was divided
6. is worn
7. was caused
8. was ordered
9. was . . . killed
10. was reported
11. was surprised
12. was offered
13. were frightened
14. was confused
15. is expected

Exercise 15, p. 219.

1. is made
2. have been roasted
3. is pressed
4. is called
5. contains
6. is separated
7. has been done
8. is left
9. is known
10. is ground
11. will be added

Exercise 16, p. 219.

2. is produced
3. is being treated
4. are controlled . . . are determined
5. was informed . . . was told
6. is exposed . . . affects
7. have been destroyed
8. was recognized . . . was asked . . . took
9. knew . . . multiplied . . . came

Exercise 18, p. 221.

4. must be kept
5. must keep
6. couldn't be opened
7. couldn't open
8. may be offered
9. may offer
10. may have already been offered / may already have been offered
11. may have already offered / may already have offered
12. ought to be divided
13. ought to have been divided
14. have to be returned
15. has to return . . . will have to pay
16. had better be finished
17. had better finish
18. is supposed to be sent
19. should have been sent
20. must have been surprised

Exercise 19, p. 222.

1. a. Many lives will be saved with the new medical procedure.
   b. The procedure will save many lives.
2. a. Shoppers can look for product information on the internet every day.
   b. Product information can be found on the internet.

3. a. People should check smoke alarm batteries once a month.
   b. Smoke alarm batteries should be tested once a month.
4. a. The typhoon may have killed hundreds of villagers yesterday.
   b. Hundreds of villagers may have been killed in the typhoon yesterday.
   c. Hundreds of villagers may have died in the typhoon yesterday.
5. a. Medical supplies had better be delivered soon.
   b. Villagers had better receive medical supplies soon.

Exercise 20, p. 223.

Sample answers:

1. Cell phones must be turned off.
   Cell phones have to be turned off.
2. Computers must be used for schoolwork only.
   Only schoolwork may be done on computers.
3. Computer games may not be played.
   Computer games cannot be played.
4. Music cannot be downloaded from the internet.
   Music must not be downloaded from the internet.
5. The printer must be used for schoolwork only.
   The printer cannot be used for any work except schoolwork.

Exercise 21, p. 223.

Sample answers:

2. must be married
3. must / have to be written
4. must have been left
5. should / ought to / must be encouraged
6. cannot be explained
7. may / might / could / will be misunderstood
8. must have been embarrassed
9. should / ought to have been built
10. must / should be saved

Exercise 22, p. 224.

Part I.

2. a
3. b, d
4. b, c
5. a, c
6. a, b
7. a

Part II.

1. were hit
2. were changed
3. was measured
4. has ever been recorded
5. was followed
6. were destroyed
7. were swept
8. died
9. were killed
10. were left
11. continued
12. could have been lessened
13. exists
14. doesn't reach
15. have been working
16. will not experience

Exercise 23, p. 225.

(1) Throughout history, **paper has been made** from various plants such as rice and papyrus, but today wood is the chief source of paper. In the past, **paper was made** by hand, but now **most of the work is done** by machines. Today **paper is made** from wood pulp by using either a mechanical or a chemical process.

(2) In the mechanical process, **wood is ground** into small chips. During the grinding, **it is sprayed** with water to keep it from burning from the friction of the grinder. Then **the chips are soaked** in water.

(3) In the chemical process, first **the wood is washed**, and then **it is cut** into small pieces in a chipping machine. Then **the chips are cooked** in certain chemicals. After **the wood is cooked, it is washed** to get rid of the chemicals.

(4) The next steps in making paper are the same for both the mechanical and the chemical processes. **The pulp is drained** to form a thick mass, **(is) bleached** with chlorine, and then **(is)** thoroughly **washed** again. Next **the pulp is put** through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, **they are wound** onto rolls. These rolls of paper are then ready for use.

(5) The next time you use paper, you should think about its origin and how **it is made**. And you should . . . .

Exercise 26, p. 227.

2. is shut
3. are turned
4. is not crowded
5. is finished
6. is closed
7. was closed
8. is set . . .
   are done . . .
   are lit
9. is gone
10. is torn

Exercise 27, p. 228.

2. is . . . crowded
3. is scheduled
4. am exhausted
5. am confused
6. is stuck
7. are turned off
8. are divorced
9. are . . . qualified
10. am married
11. is spoiled
12. is blocked
13. is located
14. was born
15. Is . . . plugged in

Exercise 29, p. 229.

2. for
3. in
4. with
5. of
6. to
7. in/with
8. about

Exercise 30, p. 230.

1. of
2. with
3. to
4. in
5. for
6. to
7. about
8. with

Exercise 31, p. 230.

1. to
2. with
3. with
4. to
5. of
6. to
7. with
8. A: to
   B: of/by
9. A: with
   B: in
   A: to

Exercise 32, p. 231.

2. is finished with
3. is addicted to
4. am satisfied with
5. is engaged to
6. is divorced from
7. Are . . . related to
8. is dedicated to
9. is dressed in
10. is committed to
11. prepared for
12. done with

Exercise 33, p. 231.

1. about
2. about
3. to
4. with/by
5. to
6. to

Exercise 34, p. 232.

2. filled **with**
3. protected **from**
4. connected **to**
5. addicted **to**
6. dressed **in**
7. exposed **to**
8. gone **from**
9. qualified **for**
10. located **in**

Exercise 35, p. 232.

1. dirty
2. lost
3. wet
4. dressed
5. hungry
6. hurt

Exercise 36, p. 233.

2. b
3. a, b
4. c, d
5. a, b, d
6. b
7. c

Exercise 37, p. 234.

2. got wet
3. get nervous
4. is getting dark
5. is getting better
6. Get well
7. get accustomed
8. get done
9. got depressed
10. Did . . . get invited
11. get paid
12. got hired
13. got fired
14. got engaged . . . got married . . .
    got divorced . . . got remarried

Exercise 39, p. 235.

1. boring
2. bored

Exercise 40, p. 236.

1. B
2. A
3. A
4. neither
5. neither
6. B

Exercise 41, p. 236.

3. exciting
4. excited
5. surprising
6. surprised
7. frightened
8. frightening
9. exhausting
10. exhausted

Exercise 43, p. 237.

1. missing
2. satisfied
3. frightened
4. marrying
5. scary
6. finished

Exercise 44, p. 238.

1. thrilling
2. thrilled
3. shocked
4. shocking
5. delightful
6. delightful
7. confused
8. confusing

Exercise 45, p. 238.

2. embarrassing
3. injured
4. challenging
5. expected
6. printing
7. Experienced
8. growing . . .
   balanced
9. spoiled
10. sleeping
11. thrilling
12. abandoned
13. Polluted
14. furnished
15. dividing
16. elected
17. amazing

Exercise 46, p. 239.

Questions:

2. What are you tired of?
3. What (or who) are you pleased with?
4. What do you get really nervous about?
5. What do you want to be remembered for?
6. What is exciting to you?
7. What do you get excited about?
8. What is confusing to students?
9. What are you confused by?
10. What is confusing to children?

Exercise 47, p. 239.

Part I.

1. F
2. F
3. T

Part II.

1. began
2. were established
3. were allowed
4. were not even permitted
5. was
6. were not invited
7. was crowned
8. could be placed
9. Winning
10. were treated
11. brought

Exercise 50, p. 241.

2. Two people got **hurt** in the accident and were **taken** to the hospital by an ambulance.
3. The movie was so **boring** that we fell asleep after an hour.
4. The students **were** helped by the clear explanation that the teacher gave.
5. The winner of the race hasn't been **announced** yet.
6. When and where **was** the automobile invented?
7. My brother and I have always been **interested** in learning more about our family tree.
8. I **do not/don't** agree with you, and I don't think you'll ever convince me.
9. It was late, and I was getting very **worried** about my mother.
10. Many strange things **happened** last night.
11. I didn't go to dinner with them because I **had already eaten**.
12. In class yesterday, I was **confused**. I didn't understand the lesson.
13. When we were children, we **were** very afraid of caterpillars. Whenever we saw one of these monsters, we **ran** to our house before the caterpillars could attack us. I still get **scared** when I **see** a caterpillar close to me.
14. One day, while the old man was cutting down a big tree near the stream, his axe **fell** into the river. He sat down and **began** to cry because he **did** not have enough money to buy another axe.

Chapter 12: Noun Clauses

Exercise 1, p. 242.

Complete sentences: 2, 4, 6, 8

Exercise 2, p. 243.

Noun clauses:

3. where Tom went
4. Where Tom went
5. *(no noun clause)*
6. what Nancy wants

Exercise 3, p. 243.

3. What does Alex need? Do you know?
4. Do you know what Alex needs?
5. What Alex needs is a new job.
6. We talked about what Alex needs.
7. What do you need? Did you talk to your parents about what you need?
8. My parents know what I need.

Exercise 5, p. 244.

1. a
2. b

Exercise 6, p. 244.

2. What he was talking about
3. where you live
4. Where she went
5. when they are coming
6. which one he wants
7. what happened
8. who opened the door
9. Why they left the country
10. What we are doing in class
11. who those people are
12. whose pen this is

Exercise 7, p. 245.

Can you tell me . . .

1. how this word is pronounced?
2. what this means?
3. what my grade was?
4. who I am supposed to talk to?
5. when our next assignment is due?
6. how much time we have for the test?
7. when classes end for the year?
8. where our class is going to meet?

Exercise 9, p. 246.

2. Why is he coming? Please tell me why he is coming.
3. What/Which flight will he be on? Please tell me what/which flight he will be on.
4. Who is going to meet him at the airport? Please tell me who is going to meet him at the airport.
5. Who is his roommate? Please tell me who his roommate is.
6. Where does he live? Please tell me where he lives.
7. Where was he last week? Please tell me where he was last week.
8. How long has he been working for Sony Corporation? Do you know how long he has been working for Sony Corporation?
9. What kind of computer does he have at home? Do you know what kind of computer he has at home?

Exercise 10, p. 247.

2. A: is my eraser
   B: it is
3. A: didn't Franco lock
   B: he didn't lock
4. A: has he been
   B: he has been
5. A: are we supposed
   B: we are supposed

Exercise 11, p. 248.

1. a
2. b
3. a
4. b
5. a
6. b
7. b

Exercise 12, p. 248.

1. Do you know how many minutes (there) are in 24 hours? (1,440 minutes)
2. Do you know when the first man walked on the moon? (1969)
3. Do you know who won the Nobel Peace Prize last year? / . . . who the winner of the Nobel Peace Prize was last year?
4. Do you know where Buddha was born? (northern India — which is now part of Nepal)

5. Do you know how far it is from the earth to the sun? (about 93 million miles / 149 million km.)
6. Do you know how long it takes for the moon to rotate around the earth? (about a month — 27 days, 8 hours)

Exercise 13, p. 248.

I wonder whether the mail has arrived.
I wonder whether or not the mail has arrived.
I wonder whether the mail has arrived or not.
I wonder if the mail has arrived or not.
Whether, if, and *or not* are added to yes/no questions.

Exercise 14, p. 249.

1. Let me know if the financial report is ready.
2. Let me know if it will be ready tomorrow.
3. Let me know if the copy machine needs paper.
4. Let me know if someone is waiting for me.
5. Let me know if we need anything for the meeting.
6. Let me know if you are going to be there.
7. Please check whether they got my message.
8. Please check whether the copy machine is working.
9. Please check whether there is any paper left.
10. Please check whether this information is correct.
11. Please check whether the fax came in.
12. Please check whether we are going to have Monday off.

Exercise 15, p. 249.

I wonder . . .

1. where Tom is.
2. whether/if we should wait for him.
3. whether/if he is having trouble.
4. when the first book was written.
5. what causes earthquakes.
6. how long a butterfly lives.
7. whose dictionary this is.
8. whether/if it belongs to William.
9. why dinosaurs became extinct.
10. whether/if there is life on other planets.
11. how life began.
12. whether/if people will live on the moon someday.

Exercise 17, p. 250.

1. I don't know where you left your keys.
2. I don't know where you put your shoes.
3. I don't know where your other sock is.
4. I don't know what you did with your briefcase.
5. I'll find out where he's (he is) from.
6. I'll find out what he does.
7. I'll find out where he works.
8. I'll find out if he'd (he would) like to come to dinner.
9. Let's ask where the bus station is.
10. Let's ask how much the city bus costs.
11. Let's ask if the city buses carry bikes.
12. Let's ask if this bus schedule is correct.
13. We need to figure out how far it is from here to town.
14. We need to figure out how much it costs to take a taxi from here to downtown.
15. We need to figure out where we get our money changed.

Exercise 18, p. 250.

2. No one seems to know when **Maria will** arrive.
3. I don't know **what that** word **means**.
4. I wonder **if/whether** the teacher **knows** the answer.
5. I'll ask her **if/whether she would** like some coffee or not.
6. Be sure to tell the doctor **where it hurts**.
7. Why **I am** unhappy is something I can't explain.
8. Nobody cares **if** we stay or leave.
9. I need to know **who your** teacher **is**.
10. I don't understand **why the car is** not running properly.
11. My young son wants to know **where the** stars go in the daytime.

Exercise 19, p. 251.

Sample answers:

1. Do you know if/whether the restaurant is open yet?
2. Could you tell me what the homework was?
3. I'll find out what the date is.
4. I haven't heard if/whether it is supposed to be sunny.
5. Could you tell me how many days I have to return the coat?
6. I don't care if/whether we go to a movie or get a DVD.
7. I'd like to know why I have a late fee on my bill.
8. It doesn't matter to me if/whether you bring your dog.

Exercise 20, p. 251.

b. to do
d. to get

Exercise 21, p. 252.

2. The plumber told me how to fix the leak in the sink.
3. Please tell me where to meet you.
4. Robert had a long excuse for being late for their date, but Sandy didn't know whether to believe him or not.
5. Jim found two shirts he liked, but he had trouble deciding which one to buy.
6. I've done everything I can think of to help Andy get his life straightened out. I don't know what else to do.

Exercise 22, p. 252.

Sample answers:

2. to live in a dorm . . . to get an apartment
3. to repair a bicycle
4. to get my sister
5. to take a job with low pay that he would enjoy . . . (to) take a job with higher pay that he wouldn't enjoy
6. to stay . . . to travel cheaply

Exercise 23, p. 253.

Correct sentences: 2, 3

Exercise 26, p. 254.

Sample answers:

2. It's too bad that Tim hasn't been able to make any friends. OR That Tim hasn't been able to make any friends is too bad.
3. It's a fact that the earth revolves around the sun. OR That the earth revolves around the sun is a fact.
4. It's true that exercise can reduce heart disease. OR That exercise can reduce heart disease is true.
5. It's clear that drug abuse can ruin one's health. OR That drug abuse can ruin one's health is clear.
6. It's unfortunate that some women do not earn equal pay for equal work. OR That some women do not earn equal pay for equal work is unfortunate.
7. It's surprising that Irene, who is an excellent student, failed her entrance examination. OR That Irene, who is an excellent student, failed her entrance examination is surprising.
8. It's a well-known fact that English is the principal language of business throughout much of the world. OR That English is the principal language of business throughout much of the world is a well-known fact.

Exercise 27, p. 255.

3. It's a fact that . . . .
4. It isn't true that . . . . (It's sunlight.)
5. It's a fact that . . . .
6. It isn't true that . . . . (It's about 55–78%, depending on body size.)
7. It's a fact that . . . .
8. It isn't true that . . . . (It went online in 1992 and was developed by British computer scientist Tim Berners-Lee.)
9. It's a fact that . . . . (The average pregnancy is 22 months.)
10. It isn't true that . . . . (They were made out of tree trunks — 3500 B.C.)
11. It's a fact that . . . .

Exercise 28, p. 255.

2. The fact that Rosa didn't come made me angry.
3. The fact that many people in the world live in intolerable poverty must concern all of us.
4. I was not aware of the fact that I was supposed to bring my passport to the exam for identification.
5. Due to the fact that the people of the town were given no warning of the approaching tornado, there were many casualties.

Exercise 29, p. 255.

2. The fact that traffic is getting worse every year is undeniable.
3. The fact that the city has no funds for the project is unfortunate.
4. The fact that the two leaders don't respect each other is obvious.
5. The fact that there were no injuries from the car accident is a miracle.

Exercise 31, p. 256.

1. T
2. T
3. T
4. F
5. F

Exercise 32, p. 257.

1. "Watch out!" Mrs. Brooks said.
2. "Are you okay?" she asked.
3. "You look like you're going to fall off the ladder," she said.

The punctuation is inside the quotation marks.
A comma is used at the end of a quoted statement.

Exercise 33, p. 259.

1. Henry said, **"**There is a phone call for you.**"**
2. **"**There is a phone call for you,**"** he said.
3. **"**There is,**"** said Henry, **"**a phone call for you.**"**
4. **"**There is a phone call for you. **I**t's your sister,**"** said Henry.
5. **"**There is a phone call for you,**"** he said. **"I**t's your sister.**"**
6. I asked him, **"W**here is the phone?**"**
7. **"**Where is the phone?**"** she asked.
8. **"**Stop the clock!**"** shouted the referee. **"W**e have an injured player.**"**
9. **"**Who won the game?**"** asked the spectator.
10. **"**I'm going to rest for the next three hours,**"** she said. **"**I don't want to be disturbed.**" "**That's fine,**"** I replied. **"Y**ou get some rest. I'll make sure no one disturbs you.**"**

Exercise 34, p. 259.

When the police officer came over to my car, he said**, "L**et me see your driver's license, please.**"**

"What's wrong, Officer?**"** I asked. **"W**as I speeding?**"**

"No, you weren't speeding,**"** he replied. **"Y**ou went through a red light at the corner of Fifth Avenue and Main Street. **Y**ou almost caused an accident.**"**

"Did I really do that?**"** I said. **"**I didn't see a red light.**"**

Exercise 36, p. 260.

The reporting verbs (*said, told*) are simple past. This means that the noun clause verbs that are present in quoted speech change to the past in reported speech.

Exercise 37, p. 262.

2. if/whether I needed a pen.
3. what I wanted.
4. if/whether I was hungry.
5. (that) she wanted a sandwich.

6. (that) he was going to move to Ohio.
7. if/whether I enjoyed my trip.
8. what I was talking about.
9. if/whether I had seen her grammar book.
10. (that) she didn't want to go.
11. if/whether I could help him with his report.
12. (that) he might be late.
13. that I should work harder.
14. she had to go downtown.
15. why the sky is blue.
16. where everyone was.
17. (that) he would come to the meeting.
18. if/whether he would be in class tomorrow.
19. he thought he would go to the library to study.
20. if/whether Omar knew what he was doing.
21. if/whether what I had heard was true.
22. the sun rises in the east.
23. someday we would be in contact with beings from outer space.

Exercise 40, p. 264.

1. was scheduled
2. was snowing
3. needed
4. had applied
5. could come
6. was going to continue

Exercise 41, p. 264.

2. couldn't lend . . . was
3. was wearing . . . was giving
4. would meet . . . promised
5. was considering . . . thought . . . should do
6. were going to be . . . had to

Exercise 42, p. 265.

2. that she was excited about her new job and that she had found a nice apartment.
3. that he expected us to be in class every day and that unexcused absences might affect our grades.
4. that Highway 66 would be closed for two months and that commuters should seek alternate routes.
5. that every obstacle was a steppingstone to success and that I should view problems in my life as opportunities to improve myself.

Exercise 43, p. 265.

Possible answers:

1. Alex asked me what I was doing. I replied that I was drawing a picture.
2. Asako asked Cho if she wanted to go to a movie Sunday night. Cho said that she would like to but that she had to study.
3. The little boy asked Mrs. Robinson how old she was. She told him that it was not polite to ask people their age. He also asked how much money she made. She told him that was impolite too.
4. My sister asked me if there was anything I especially wanted to watch on TV. I replied that there was a show at 8:00 that I had been waiting to see for a long time. She asked me what it was. When I told her that it was a documentary about green sea turtles, she wondered why I wanted to see that. I explained that I was doing a research paper on sea turtles and thought I might be able to get some good information from the documentary. I suggested that she watch it with me. She declined and said she wasn't especially interested in green sea turtles.

Exercise 44, p. 266.

1. Tell the taxi driver **where you** want to go.
2. My roommate came into the room and asked me why **I wasn't** in class. I said (that) I **was** waiting for a telephone call from my family. OR I told him (that) . . . .
3. It was my first day at the university, and I **was** on my way to my first class. I wondered who else **would** be in the class **and what** the teacher would be like.
4. He asked me **what I intended** to do after I **graduated**.
5. What **a patient tells** a **doctor is** confidential.
6. What my friend and I **did was** our secret. We didn't even tell our parents what **we did**. (*also possible:* **had done**)
7. The doctor asked **if/whether** I felt okay. I told him that I **didn't** feel well.
8. I asked him what kind of **movies he liked. He said to me / He told me that he liked** romantic movies.
9. **"Is it** true you almost drowned**?"** my friend asked me. **"**Yes,**"** I said. **"**I'm really glad to be alive. It was really frightening.**"**
10. **The** fact that I almost drowned makes me very careful about water safety whenever I go swimming.
11. I didn't know where **I was** supposed to get off the bus, so I asked the driver **where the science museum was**. She **told** me the name of the street. She said she **would** tell me when **I should** get off the bus.
12. My mother did not live with us. When other children asked me **where my mother was**, I told them (that) she **was** going to come to visit me very soon.
13. When I asked the taxi driver to drive faster, he said **he would** drive faster if **I paid him** more. OR When I asked the taxi driver to drive faster, he said**, "**I will drive faster if you pay me more.**"** At that time I didn't care how much **it would** cost, so I told him to go as fast as he **could**.
14. My parents told me **it** is essential to know English if I want to study at an American university.

Exercise 48, p. 268.

1. any place that
2. at any time that
3. anything that
4. in any way that

Exercise 49, p. 269.

2. whenever
3. whatever
4. whatever
5. Whoever
6. however
7. whoever
8. wherever
9. whatever . . . wherever . . . whenever . . . whoever (*also possible, but rare:* whomever) . . . however

Chapter 13: Adjective Clauses

Exercise 1, p. 270.

1. a. He = man
   b. who = man
   c. that = man
2. a. It = computer
   b. which = computer
   c. that = computer

Pronoun choice: *who* = person; *that* = person, thing; *which* = thing.

Exercise 2, p. 271.

2. b, c
3. a, b
4. b, c

Exercise 3, p. 271.

2. The girl who/that won the race is happy.
3. The student who/that sits next to me is from China.
4. The students who/that sit in the front row are from China.
5. We are studying sentences that/which contain adjective clauses.
6. I am using a sentence that/which contains an adjective clause.

Exercise 5, p. 271.

2. who is
3. who has
4. who are
5. who have
6. who had
7. who would
8. will be
9. would like
10. is giving
11. has traveled
12. are planning
13. have worked
14. had been taking

Exercise 6, p. 272.

Note: which can be used in place of *that.*

1. He is looking for a job that leaves him free on weekends.
2. He is not looking for a job that requires him to work on weekends.
3. He is not looking for a job that includes a lot of long-distance travel.
4. He is looking for a job that has minimal travel requirements.
5. He is not looking for a job has a long commute.
6. He is looking for a job that is close to home.
7. He is not looking for a job that demands sixteen-hour work days.
8. He is looking for a job that has flexible hours.

Exercise 7, p. 273.

2. b, c, f
3. a, b, e, f
4. b, c, f
5. a, b, e, f

Exercise 8, p. 273.

2. I liked the woman who/that/whom/Ø I met at the party last night.
3. I liked the composition that/which/Ø you wrote.
4. The people who/that/whom/Ø we visited yesterday were very nice.
5. The man who/that/whom/Ø Ann brought to the party is standing over there.

Exercise 9, p. 274.

In the a. sentences, the preposition comes at the end of the adjective clause.
In the b. sentences, the preposition comes before *whom/which* (at the beginning of the adjective clause).

Exercise 10, p. 274.

1. a, b, c
2. a, b, d, f

Exercise 11, p. 274.

1. The man who I was telling you about is standing over there.
   The man whom I was telling you about is standing over there.
   The man that I was telling you about is standing over there.
   The man I was telling you about is standing over there.
   The man about whom I was telling you is standing over there.

2. I must thank the people who I got a present from.
   I must thank the people whom I got a present from.
   I must thank the people that I got a present from.
   I must thank the people I got a present from.
   I must thank the people from whom I got a present.

3. The meeting that Omar went to was interesting.
   The meeting which Omar went to was interesting.
   The meeting Omar went to was interesting.
   The meeting to which Omar went was interesting.

Exercise 12, p. 275.

2. who, whom, that, Ø
3. that, which, Ø
4. who, that
5. that, which
6. who, whom, that, Ø

Exercise 13, p. 275.

Adjective clauses:

2. which I had borrowed from my roommate
   that I had borrowed from my roommate
   I had borrowed from my roommate

3. I hadn't seen for years
   who I hadn't seen for years
   whom I hadn't seen for years
   that I hadn't seen for years
4. she knew very little about
   which she knew very little about
   that she knew very little about
   about which she knew very little
5. who keeps chickens in his apartment
   that keeps chickens in his apartment

Exercise 14, p. 275.

1. In our village, there were many people **who/that** didn't have much money.
2. I enjoyed the book that you told me to **read**.
3. I still remember the man **who taught** me to play the guitar when I was a boy.
4. I showed my father a picture of the car I am going to **buy as** soon as I save enough money.
5. The woman about **whom** I was **talking suddenly** walked into the room. OR The **woman whom** I was talking about suddenly walked into the room. I hope she didn't hear me.
6. The people **who/that** appear in the play are amateur actors.
7. I don't like to spend time with people **who/that lose** their temper easily.
8. While the boy was at the airport, he took pictures of people **who/that were** waiting for their planes.
9. People who **work** in the hunger **program estimate** that 45,000 people worldwide die from starvation and malnutrition-related diseases every single day of the year.
10. In one corner of the marketplace, an old **man was** playing a violin.

Exercise 16, p. 277.

Correct sentences: 1 and 2

Exercise 17, p. 277.

3. whose
4. who
5. who
6. whose
7. whose
8. who

Exercise 18, p. 278.

2. Mrs. North teaches a class for students whose native language is not English.
3. The people whose house we visited were nice.
4. I live in a dormitory whose residents come from many countries.
5. I have to call the man whose umbrella I accidentally picked up after the meeting.
6. The man whose beard caught on fire when he lit a cigarette poured a glass of water on his face.

Exercise 19, p. 278.

1. who's
2. who's
3. whose
4. who's
5. whose
6. who's
7. who's
8. whose

Exercise 20, p. 278.

3. There is the girl whose mother is a dentist.
4. There is the person whose picture was in the newspaper.
5. There is the woman whose car was stolen.
6. There is the man whose daughter won a gold medal at the Olympic Games.
7. There is the woman whose keys I found.
8. There is the teacher whose class I am in.
9. There is the author whose book I read.
10. There is the student whose lecture notes I borrowed.

Exercise 21, p. 279.

1. who is
2. whose
3. who has
4. whose
5. who is
6. whose
7. who has
8. who is

Exercise 24, p. 280.

1. The city where we spent our vacation was beautiful.
   The city in which we spent our vacation was beautiful.
   The city which/that/Ø we spent our vacation in was beautiful.
2. That is the restaurant where I will meet you.
   That is the restaurant at which I will meet you.
   That is the restaurant which/that/Ø I will meet you at.
3. The office where I work is busy.
   The office in which I work is busy.
   The office which/that/Ø I work in is busy.
4. That is the drawer where I keep my jewelry.
   That is the drawer in which I keep my jewelry.
   That is the drawer which/that/Ø I keep my jewelry in.

Exercise 26, p. 280.

1. Monday is the day when they will come.
   Monday is the day on which they will come.
   Monday is the day that/Ø they will come.
2. 7:05 is the time when my plane arrives.
   7:05 is the time at which my plane arrives.
   7:05 is the time that/Ø my plane arrives.
3. 1960 is the year when the revolution took place.
   1960 is the year in which the revolution took place.
   1960 is the year that/Ø the revolution took place.
4. July is the month when the weather is usually the hottest.
   July is the month in which the weather is usually the hottest.
   July is the month that/Ø the weather is usually the hottest.

Exercise 27, p. 281.

3. A café is a small restaurant where people can get a light meal.
4. Every neighborhood in Brussels has small cafés where customers drink coffee and eat pastries.
5. There was a time when dinosaurs dominated the earth.

6. The house where I was born and grew up was destroyed in an earthquake ten years ago.
7. The miser hid his money in a place where it was safe from robbers.
8. There came a time when the miser had to spend his money.

Exercise 29, p. 281.

1. a, b
2. a, c
3. b
4. c
5. b
6. b

Exercise 31, p. 282.

2. somebody who speaks Spanish
3. Everything the Smiths do
4. one who really understands me

Exercise 33, p. 284.

1. who is
2. that are
3. whose
4. whose wife
5. who is
6. that sounded
7. that I heard

Exercise 34, p. 285.

The adjective clause in sentence 1 can be omitted without changing the meaning.
The commas are used to set off additional information.

Exercise 35, p. 286.

3. additional: Rice, which is grown in many countries, is a staple food throughout much of the world.
4. necessary: The rice which we had for dinner last night was very good.
5. necessary: The newspaper article was about a man who died two weeks ago of a rare tropical disease.
6. additional: Paul O'Grady, who died two weeks ago of a sudden heart attack, was a kind and loving man.
7. additional: I have fond memories of my hometown, which is situated in a valley.
8. necessary: I live in a town which is situated in a valley.
9. necessary: People who live in glass houses shouldn't throw stones.
10. additional: In a children's story, Little Red Riding Hood, who went out one day to visit her grandmother, found a wolf in her grandmother's bed when she got there.

Exercise 36, p. 286.

1. Did you hear about the man who rowed a boat across the Atlantic Ocean?
2. My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
3. Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
4. Tea which is made from herbs is called herbal tea.
5. Toys which contain lead paint are unsafe for children.
6. Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 37, p. 287.

3. The Mississippi River, which flows south from Minnesota to the Gulf of Mexico, is the major commercial river in the United States.
4. A river **that** is polluted is not safe for swimming. *(no commas)*
5. Mr. Trang, whose son won the spelling contest, is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
6. Goats, which were first tamed more than 9,000 years ago in Asia, have provided people with milk, meat, and wool since prehistoric times.
7. She's furious at the goat **that** got on the wrong side of the fence and is eating her flowers. *(no commas)*

Exercise 38, p. 288.

3. a
4. b
5. a
6. b

Exercise 39, p. 288.

1. b
2. a
3. a
4. b

Exercise 40, p. 288.

1. *(no change)*
2. We enjoyed Mexico City, where we spent our vacation.
3. *(no change)*
4. One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime.
5. You don't need to take heavy clothes when you go to Bangkok, which has one of the highest average temperatures of any city in the world.
6. Child labor was a social problem in late eighteenth-century England, where employment in factories became virtual slavery for children.
7. *(no change)*
8. *(1st sentence: no change)* The research scientist, who was wearing protective clothing before she stepped into the special chamber holding the bees, was not stung. *(3rd sentence: no change)*

Exercise 41, p. 289.

Sample answers:

1. developed QDOS.
2. Tim Paterson worked for.
3. meant "quick and dirty operating system."
4. was developing a personal computer.
5. was looking for an operating system, bought Tim Paterson's.
6. became known as MS-DOS.

Exercise 42, p. 290.

1. b
2. b

Exercise 43, p. 290.

2. Last night the orchestra played three symphonies, one of which was Beethoven's Seventh.
3. I tried on six pairs of shoes, none of which I liked.
4. The village has around 200 people, the majority of whom are farmers.
5. That company currently has five employees, all of whom are computer experts.
6. After the riot, over 100 people were taken to the hospital, many of whom had been innocent bystanders.

Exercise 45, p. 291.

1. The soccer team worked very hard to win.
2. Some of the athletes in the class cheated on the final exam.
3. final exam

Exercise 46, p. 292.

2. She usually came to work late, which upset her boss.
3. So her boss fired her, which made her angry.
4. She hadn't saved any money, which was unfortunate.
5. So she had to borrow some money from me, which I didn't like.
6. She has found a new job, which is lucky.
7. So she has repaid the money she borrowed from me, which I appreciate.
8. She has promised herself to be on time to work every day, which is a good idea.

Exercise 47, p. 292.

2. The blue whale, which can grow to 100 feet and 150 tons, is considered the largest animal that has ever lived.
3. The plane was met by a crowd of 300 people, some of whom had been waiting for more than four hours.
4. In this paper, I will describe the basic process by which raw cotton becomes cotton thread.
5. The researchers are doing case studies of people whose families have a history of high blood pressure and heart disease to determine the importance of heredity in health and longevity.
6. At the end of this month, scientists at the institute will conclude their AIDS research, the results of which will be published within six months.
7. According to many education officials, "math phobia" (that is, fear of mathematics) is a widespread problem to which a solution can and must be found.
8. The art museum hopes to hire a new administrator under whose direction it will be able to purchase significant pieces of art.
9. The giant anteater, whose tongue is longer than 30 centimeters (12 inches), licks up ants for its dinner.
10. The anteater's tongue, which can go in and out of its mouth 160 times a minute, is sticky.

Exercise 48, p. 293.

(2) 6:00 . . . parking lot . . . bus
(3) reports
(4) coffee
(5) commuting for an hour and a half

Exercise 51, p. 295.

2. The scientists researching the causes of cancer are making progress.
3. We have an apartment overlooking the park.
4. The photographs published in the newspaper were extraordinary.
5. The rules allowing public access to wilderness areas need to be reconsidered.
6. The psychologists studying the nature of sleep have made important discoveries.
7. Antarctica is covered by a huge ice cap containing 70 percent of the earth's fresh water.
8. When I went to Alex's house to drop off some paperwork, I met Jacob, his partner.
9. Many of the students hoping to enter this university will be disappointed because only one-tenth of those applying for admission will be accepted.
10. Kuala Lumpur, the capital of Malaysia, is a major trade center in Southeast Asia.

Exercise 52, p. 295.

1. a
2. b
3. a, b
4. a

Exercise 53, p. 295.

2. Corn was one of the agricultural products that/which was introduced to the European settlers by the Indians. Some of the other products that/which were introduced by the Indians were potatoes, peanuts, and tobacco.
3. Mercury, which is the nearest planet to the sun, is also the smallest of the planets which/that orbit our sun.
4. The pyramids, which are the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
5. Any student who/that doesn't want to go on the trip should inform the office.
6. Be sure to follow the instructions that/which are given at the top of the page.

Exercise 54, p. 296.

(2) Walt Disney, the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.

(3) Thomas Edison, the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.

(4) Albert Einstein, one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

Exercise 55, p. 296.

2. **,** the capital of Iraq.
3. **,** sensitive instruments that measure the shaking of the ground.
4. **,** the lowest place on the earth's surface,
5. **,** the capital of Argentina.
6. **,** devices that produce a powerful beam of light.
7. **,** the northernmost country in Latin America,
8. **,** the most populous country in Africa,
9. **,** the largest city in the Western Hemisphere, . . . , the largest city in the United States,

Exercise 56, p. 297.

Part I.

1. F
2. T
3. F
4. T

Part II.

1. Whether or not
2. reported that
3. that scientists
4. that were
5. something which
6. who followed
7. is that they
8. that begin
9. is that
10. and that
11. believe that
12. who have
13. are certain that
14. and that

Exercise 57, p. 298.

2. Disney World, an amusement park located in Orlando, Florida, covers a large area of land that includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
3. Jamaica, the third largest island in the Caribbean Sea, is one of the world's leading producers of bauxite, an ore from which aluminum is made.
4. Robert Ballard, an oceanographer, made headlines in 1985 when he discovered the remains of the *Titanic*, the "unsinkable" passenger ship that has rested on the floor of the Atlantic Ocean since 1912, when it struck an iceberg. (*also possible:* Oceanographer Robert Ballard made headlines . . . .)
5. The Republic of Yemen, located at the southwestern tip of the Arabian Peninsula, is an ancient land that has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires.

Exercise 58, p. 299.

1. Baseball is the only sport in which I am interested**.** OR Baseball is the only sport (**which**) I am interested **in.**
2. My favorite teacher, **Mr. Chu, was** always willing to help me after class.
3. It is important to be polite to people who **live** in the same building.
4. My sister has two children, **whose** names are Ali and Talal.
5. He comes from Venezuela**,** (**which is**) a Spanish-speaking country.
6. There are some people in the government (who **are**) trying to improve the lives of the poor.
7. My classroom is located on the second floor of Carver Hall, **which** is a large brick building in the center of the campus.
8. A myth is a story **expressing** traditional beliefs. OR A myth is a story **which/that expresses** traditional beliefs.
9. There is an old legend (**which/that is**) **told** among people in my country about a **man who lived** in the seventeenth century and saved a village from destruction.
10. An old **man fishing** (OR **who/that was fishing**) next to me on the pier was muttering to himself.
11. The road that we **took through** the **forest was** narrow and steep.
12. There are ten universities in Thailand, seven of **which are** located in Bangkok, (**which is**) the capital city.
13. At the national park, there is a path **leading** to a spectacular waterfall. OR At the national park, there is a path **which/that leads** to a spectacular waterfall.
14. At the airport, I was waiting for some relatives **who** / **that** / **whom** / **Ø** I had never **met before**.
15. It is almost impossible to find two persons **whose opinions** are the same.
16. On the wall, there is a colorful poster **which/that consists** of / **consisting** of a group of young people (who **are**) dancing.
17. The sixth member of our household is Pietro**, who** is my sister's son.
18. Before I came here, I didn't have the opportunity to speak with people **whose native tongue is English**. OR . . . people **for whom English** is their native tongue.

Chapter 14: Gerunds and Infinitives, Part 1

Exercise 1, p. 301.

a. sentence 2
b. sentence 1
c. sentence 3

Exercise 2, p. 302.

Each verb ends in *-ing*.

Exercise 3, p. 302.

2. about going
3. in going
4. about going
5. on going
6. to going
7. from going
8. from going

Exercise 4, p. 303.

2. to being
3. about flying
4. for spilling
5. about having
6. for being
7. for flying
8. from getting
9. of stealing
10. for taking
11. for doing
12. from taking
13. of listening
14. in convincing

Exercise 5, p. 304.

2. of doing
3. to having
4. for helping
5. on knowing
6. in being
7. of living
8. for not going
9. in searching
10. for making
11. to going
12. from running
13. to going
14. of clarifying
15. to wearing

Exercise 6, p. 305.

2. in finishing the project early/in getting the project done.
3. about doing housework.
4. for helping (out).
5. for not finishing his report.
6. to eating spicy food.
7. from going away for the holiday weekend.

Exercise 7, p. 305.

Questions:

2. What are you not accustomed to doing?
3. What are you interested in finding out about?
4. Where are you looking forward to going on your next trip?
5. What is a good reason for not doing your homework?

Exercise 8, p. 305.

1. Yes, I thanked him/her for helping me carry heavy boxes. OR No, I didn't thank him/ her for helping . . . .
2. Yes, I'm looking forward to visiting/going to visit my friends in another town this weekend. OR No, I'm not looking forward to visiting/going to visit . . . .
3. Yes, I had a good excuse for not coming to class on time. OR No, I didn't have a good excuse for not coming to class on time.
4. Yes, I'm accustomed to living in a cold/warm climate. OR No, I'm not accustomed to living . . . .
5. Yes, I'm excited about going to a tropical island for vacation. OR No, I'm not excited about going . . . .
6. Yes, she apologized for interrupting me while I was talking to the store manager. OR No, she didn't apologize for interrupting me . . . .
7. Yes, all of the students in the class participated in doing role-plays. OR No, all of the students in the class didn't participate in doing . . . .
8. Yes, I know who was responsible for breaking the window. OR No, I don't know who was responsible for breaking . . . .
9. Yes, I am used to having my biggest meal at lunch. OR No, I am not used to having . . . .
10. The hot/cold weather prevents me from . . . .
11. Yes, they complain about having to do a lot of homework. OR No, they don't complain about having . . . .
12. Yes, I blame him for taking my wallet. OR No, I don't blame him for taking . . . .
13. Instead of studying grammar last night, I . . . .
14. In addition to studying last weekend, I . . . .

Exercise 9, p. 306.

Sample answers:

2. By talking to native speakers. / By watching TV., etc.
3. By eating.
4. By drinking.
5. By looking it up in a dictionary.
6. By coming to work late.
7. By wagging their tails.
8. By saying, "Excuse me."

Exercise 13, p. 308.

2. hoping
3. working
4. going
5. doing
6. leaving

Exercise 14, p. 308.

Sample answers:

2. closing
3. studying
4. going
5. cleaning
6. making
7. going
8. taking
9. being

Exercise 17, p. 309.

2. go fishing
3. go sailing
4. went swimming
5. went biking
6. going dancing

Exercise 19, p. 310.

Verbs: understanding, asking, trying, looking, feeling
Form: *-ing*

Exercise 20, p. 311.

Sample answers:

2. understanding
3. doing
4. waiting
5. taking
6. listening
7. going
8. making
9. watching
10. eating

Exercise 22, p. 312.

1. remembering his children's birthdays
2. hiding his report card
3. eating her breakfast
4. learning foreign languages
5. sitting in traffic
6. singing songs on the bus trip
7. studying in the library
8. waiting in line to buy movie tickets [*Note:* Some speakers of American English say "on line."]

Exercise 23, p. 312.

Questions:

1. What do you have difficulty remembering?
2. What do you have a hard time learning?
3. What do you have a good time playing?
4. What English sounds do you have a hard time pronouncing?
5. What do people waste money doing?
6. What do people waste time doing?

Exercise 24, p. 312.

1. b
2. a
3. b, c

Exercise 25, p. 314.

4. to leave
5. to leave/me to leave
6. to leave
7. to leave/me to leave
8. me to leave
9. to leave
10. to leave
11. to leave
12. me to leave
13. to leave/me to leave
14. me to leave
15. me to leave
16. me to leave
17. to leave
18. to leave

Exercise 26, p. 314.

Sample answers:

2. Roberto reminded me to take my book back to the library.
   I was reminded (by Roberto) to take . . . .
3. Mr. Chang encouraged me to take singing lessons.
   I was encouraged (by Mr. Chang) to take . . . .
4. Mrs. Alvarez warned the children not to play with matches.
   The children were warned (by Mrs. Alvarez) not to play . . . .
5. The Dean of Admissions permitted me to register for school late.
   I was permitted (by the Dean of Admissions) to register . . . .
6. The law requires every driver to have a valid driver's license.
   Every driver is required (by law) to have . . . .
7. My friend advised me to get some automobile insurance.
   I was advised (by my friend) to get some automobile insurance.
8. The robber forced me to give him all of my money.
   I was forced (by the robber) to give him (the robber) . . . .
9. My boss told me to come to the meeting ten minutes early.
   I was told (by my boss) to come . . . .

Exercise 27, p. 315.

Questions:

1. What did a family member remind you to do recently? (*also possible:* present perfect tense with "recently" questions)
2. Where did a friend ask you to go recently?
3. What does the government require people to do?
4. What do doctors advise people to do?
5. What do teachers expect students to do?
6. What did our teacher tell you (us) to do recently?
7. What do the laws not permit you to do?
8. Where do parents warn their kids not to go?
9. What does our teacher encourage us to do to practice our English?

Exercise 28, p. 315.

Sample answers:

3. to give
4. opening
5. to be . . . talking
6. to know
7. to be
8. being
9. to touch
10. to have
11. to take
12. to finish
13. getting . . . to wait
14. to look for
15. to look for
16. looking for
17. looking for
18. walking
19. understanding
20. going

Exercise 29, p. 316.

1. same
2. different
3. same
4. different
5. different

Exercise 30, p. 318.

2. playing
3. doing
4. to do
5. to do
6. watching
7. to do
8. biting
9. to get
10. driving

Exercise 31, p. 318.

1. b
2. a
3. b
4. b
5. a

Exercise 32, p. 318.

2. lecturing/to lecture
3. seeing/to see . . . watching/to watch . . . reading/to read
4. moving/to move . . . racing/to race . . . to move . . . to race
5. driving . . . taking
6. to drive . . . (to) take [*Note:* See Chart 14-7 fn., p. 317.]

7. to inform
8. not listening
9. to explain
10. crying . . . holding . . . feeding . . . crying/to cry . . . burping . . . changing

Exercise 34, p. 320.

Questions:

1. What do you enjoy listening to?
2. What are you interested in learning?
3. What are you used to having for breakfast?
4. What time do you prefer going to bed?
5. What can't you stand watching /to watch?
6. Why did you decide to study English?

Exercise 35, p. 320.

2. to help . . . (to) paint
3. quitting . . . opening
4. to take
5. looking . . . to answer
6. watching . . . listening [*Note:* See Chart 14-7 fn., p. 317.]
7. to take . . . to pay
8. not to wait . . . to make
9. talking
10. to water
11. going skiing
12. not to smoke
13. not to know/not knowing
14. to renew
15. to tell . . . to call . . . going . . . swimming
16. to ask . . . to tell . . . to remember . . . to bring
17. doing
18. convincing

Exercise 41, p. 326.

1. to do it.
2. to do it.
3. to do it.
4. to do it.
5. to do it.
6. doing it.
7. doing it.
8. to do it.
9. doing it.
10. doing it.
11. to do it.
12. to do it.
13. to do it.
14. doing it.
15. to do it.
16. to do it.
17. to do it.
18. to do it.
19. doing it.
20. to do it.
21. doing it.
22. doing it.
23. doing it
24. to do it.
25. to doing it.
26. doing it.
27. to do it.
28. doing it.
29. to do it.
30. doing it?
31. doing it.
32. to do it.
33. to do it.
34. to do it.
35. doing it.
36. to do it.
37. to do it.
38. doing it.
39. doing it?
40. doing it.
41. doing it.
42. to do it.
43. doing it.
44. to do it.
45. to do it.
46. doing it?
47. to do it.
48. doing it?
49. doing it.
50. to do it.

Exercise 43, p. 327.

1. to bring
2. pronouncing
3. to eat
4. to lift
5. to know
6. being
7. to do
8. to be
9. to pass
10. getting/to get
11. seeing/to see
12. losing

Exercise 44, p. 327.

2. to have
3. being
4. worrying
5. to play
6. leaving
7. to return . . . (to) finish
8. hoping . . . praying
9. promising to visit
10. telling
11. to persuade . . . to stay . . . (to) finish
12. to race

Exercise 46, p. 328.

1. I don't mind **having** a roommate.
2. Most students want **to** return home as soon as possible.
3. Learning about another **country is** very interesting.
4. I tried very hard **not to make** any mistakes.
5. The task of **finding** a person who could tutor me in English wasn't difficult.
6. All of us needed to **go** to the ticket office before the game yesterday.
7. I'm looking forward **to going swimming** in the ocean.
8. **Skiing** in the **Alps was** a big thrill for me.
9. Don't **keep asking** me the same questions over and over.
10. During a fire drill, everyone is required **to leave** the building.
11. I don't **enjoy playing** card games. I prefer to spend my **time reading** or **watching** movies. OR I **prefer spending** my **time reading** or **watching** movies.
12. **It is** hard for me **to** understand people who speak very fast.
13. When I entered the room, I found my young son **standing** on the kitchen table.
14. When I got home, Irene was lying in bed **thinking** about what a wonderful time she'd had.

Chapter 15: Gerunds and Infinitives, Part 2

Exercise 1, p. 331.

Sentences that answer "Why": 3, 4, 6

Exercise 2, p. 331.

3. for
4. to
5. to
6. to
7. for

Exercise 4, p. 332.

3. Ø
4. in order
5. in order
6. Ø
7. in order
8. in order
9. Ø
10. Ø

Exercise 5, p. 333.

2. Helen borrowed my **dictionary to** look up the spelling of *occurred.*
3. The teacher opened the window **to let** some fresh air into the room.
4. I came to this school **to** learn English.
5. I traveled to **Osaka to** visit my sister.

Exercise 7, p. 333.

The *be* verb comes before the adjectives; infinitives come after the adjectives.

Exercise 11, p. 335.

Negative idea: sentences 1, 4

Exercise 14, p. 336.

1. b
2. b
3. a
4. b
5. a
6. a

Exercise 16, p. 338.

1. being seen
2. to be seen

Exercise 17, p. 338.

2. to be invited
3. to be invited
4. being invited
5. being invited
6. to be invited

Exercise 18, p. 338.

3. being understood
4. to be written
5. to be called
6. being elected
7. telling
8. to be loved . . . needed

Exercise 21, p. 339.

2. to be changed / changing
3. to be cleaned / cleaning . . . to clean
4. to be ironed / ironing
5. to be repaired / repairing
6. to take . . . to be straightened / straightening
7. to be picked / picking
8. to be washed / washing

Exercise 24, p. 340.

They take the simple or gerund form, not the infinitive.

Exercise 26, p. 341.

Part I. *Sample answers:*

2. singing/chirping OR sing/chirp
3. going/walking OR go/walk
4. shaking/moving OR shake/move
5. knock OR knocking
6. take off . . . land OR taking off . . . landing

Part II.

2. slam
3. snoring
4. playing
5. call
6. walking
7. land
8. calling

Exercise 27, p. 342.

Correct sentences: 1, 3, 4

Exercise 29, p. 343.

a. 2
b. 1
c. 3

Exercise 30, p. 344.

1. c
2. a
3. b
4. a
5. b
6. c

Exercise 31, p. 345.

3. cashed
4. to go
5. shortened
6. fixed
7. cry
8. to do
9. take . . . taken

Exercise 34, p. 346.

2. I asked my roommate to let **me use** his shoe polish.
3. I heard a car **door open** and **close**.
4. I had my **friend lend** me his car.
5. You should visit my country. It is **very** beautiful.
6. I went to the college bookstore **to get** my books for the new term.
7. One of our fights ended up with me having **to be sent** to the hospital **to get** stitches.
8. Lilly deserves to be **told** the truth about what happened last night.
9. Barbara always makes me **laugh**. She has a great sense of humor.
10. Stop telling me what to do! Let **me make** up my own mind.
11. I went to the pharmacy **to have** my **prescription filled**.
12. You shouldn't let children **play** with matches.
13. When Shelley needed a passport photo, she had her picture **taken** by a professional photographer.
14. I've finally assembled enough information **to begin** writing my research paper.
15. Omar is at the park right now. He is **sitting** on a park bench **watching** the ducks swimming in the pond. The sad expression on his face makes **me feel** sorry for him.
16. The music director tapped his baton **to begin** the rehearsal.

Exercise 35, p. 347.

2. a, c
3. a
4. c
5. a
6. c
7. b
8. c
9. a
10. c

Exercise 36, p. 348.

1. able to read
2. being
3. to read
4. to be understood
5. to solve
6. using

Exercise 37, p. 348.

2. thinking
3. to have . . . to know . . . to handle
4. having . . . adjusting
5. sipping . . . eating
6. being forced to leave/to be forced to leave . . . (in order) to study . . . having
7. have . . . join
8. coming . . . leaving
9. chewing . . . grabbing . . . holding . . . tearing . . . swallow
10. to force . . . to use . . . to feel . . . (to) share
11. to commute . . . moving . . . (in order) to be . . . to spend . . . doing . . . doing

Exercise 38, p. 350.

1. play/playing . . . joining
2. (in order) to let . . . run
3. staying . . . getting
4. to get . . . running . . . having . . . sprayed
5. feel . . . to get . . . feeling . . . sneezing . . . coughing . . . to ask . . . go

Exercise 39, p. 350.

Part II.

1. F
2. T
3. T
4. F

Part III.

1. to know how to stay
2. in order to protect
3. surprised to hear
4. likely to attract
5. to make
6. Crouching down or curling up
7. Finding
8. Being inside
9. being outside
10. Be careful to stay
11. to stay
12. to take
13. avoid touching
14. begin counting
15. need to seek
16. has passed
17. to stay

Chapter 16: Coordinating Conjunctions

Exercise 1, p. 352.

2. noun, and
3. adverb, and
4. gerund, or
5. adverb, but

Exercise 2, p. 352.

2. c
3. b, c
4. b
5. a, c
6. b
7. a
8. b

Exercise 3, p. 353.

2. vegetables
3. rudely
4. strong
5. sped

Exercise 4, p. 353.

Correct sentences: 2, 3, 4

Exercise 5, p. 354.

Note: 2nd comma optional in items 2, 4, 6, 8, 10; 3rd comma optional in item 7.

2. The price of the meal includes a salad, a main dish, and dessert.
3. *(no change)*
4. Elias waited for his son, wife, and daughter.
5. *(no change)*
6. Susan raised her hand, snapped her fingers, and asked a question.
7. Red, yellow, gold, and olive green are the main colors in the fabric.
8. I love films full of action, adventure, and suspense.
9. *(no change)*
10. "Travel is fatal to prejudice, bigotry, and narrow-mindedness."

Exercise 6, p. 354.

2. Molly is opening the door and (is) greeting her guests.
3. Molly will open the door and (will) greet her guests.
4. Linda is kind, generous, and trustworthy.
5. Please try to speak more loudly and (more) clearly.
6. He gave her flowers on Sunday, candy on Monday, and a ring on Tuesday.
7. He decided to quit school, (to) go to California, and (to) find a job.
8. I am looking forward to going to Italy and eating wonderful pasta every day.
9. The boy was old enough to work and (to) earn some money.
10. I should have finished my homework or cleaned up my room.
12. I have met his mother but not his father.
13. Jake would like to live in Puerto Rico but not in Iceland.

Exercise 7, p. 355.

Sample answers:

2. the noise
   I dislike living in a city because of the air pollution, (the) crime, and (the) noise.
3. flowers
   Hawaii has a warm climate, beautiful beaches, and many interesting tropical trees and flowers.
4. is a good leader
   Mary Hart would make a good president because she works effectively with others, has a reputation for integrity and independent thinking, and is a good leader.

Exercise 8, p. 356.

Sample answers:

2. fair
3. greeted her students
4. lying on the sofa
5. get ready for work
6. Hiking in the mountains
7. sleeping under the stars

Exercise 10, p. 357.

1. By obeying the speed limit, we can save energy, lives, and **money**.
2. My home offers me a feeling of security, **warmth,** and love.
3. The pioneers hoped to clear away the forest and **plant** crops.
4. When I refused to help Alice, she became very angry and **shouted** at me.
5. When Nadia moved, she had to rent an apartment, make new friends, **and find** a job.
6. All plants need **light, a suitable climate**, and an ample supply of water and minerals from the soil.
7. Slowly **and cautiously**, the firefighter climbed the burned staircase.
8. On my vacation, I lost a suitcase, broke my glasses, **and missed** my flight home.
9. With their keen sight, fine hearing, **and refined** sense of smell, wolves hunt elk, deer, moose, and caribou.
10. When Anna moved, she had to rent an apartment, make new friends, **and find** a job.
11. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey **or (by) spitting** it into the eyes of the victim.

Exercise 11, p. 357.

Agreement is determined by the noun that directly precedes the verb.

Exercise 12, p. 358.

2. is
3. is
4. are
5. is
6. are
7. are
8. are

Exercise 13, p. 358.

2. Yes, both the driver and the passenger were injured.
3. Yes, both wheat and corn are grown in Kansas.
4. Yes, the city suffers from both air and water pollution.
6. Yes, not only his cousin but also his mother-in-law is living with him.
7. Yes, I lost not only my wallet but also my keys.
8. Yes, she not only goes to school, but also has a full-time job.
10. Yes, I'm going to give my friend either a book or some jewelry for her birthday.
11. Yes, either my sister or my brother will meet me at the airport.
12. Yes, they can either go swimming or play tennis.
14. No, neither her husband nor her children speak English.
15. No, they have neither a refrigerator nor a stove for their new apartment.
16. No, the result was neither good nor bad.

Exercise 14, p. 359.

1. b
2. a
3. a
4. b
5. b

Exercise 15, p. 360.

3. Both Tanya and Beth enjoy horseback riding.
4. Neither Arthur nor Ricardo is in class today.
5. Both Arthur and Ricardo **are** absent.
6. We can either fix dinner for them here or take them to a restaurant.
7. Both the leopard and the tiger face extinction.
8. Neither the library nor the bookstore **has** the book I need.
9. We could either fly or take the train.
10. The hospital will neither confirm nor deny the story.
11. Both coal and oil **are** irreplaceable natural resources.
12. Neither her roommates nor her brother **knows** where she is.

Exercise 16, p. 360.

(2) harmless . . . beneficial . . . tangle
(3) attack . . . eating . . . destroy
(4) trainable

Exercise 17, p. 361.

Correct sentences: 1, 3, 4

Exercise 18, p. 361.

2. The boys walked (,) and the girls ran.
3. The teacher lectured. The students took notes.
4. The teacher lectured (,) and the students took notes.
5. Elena came to the meeting, but Pedro stayed home.
6. Elena came to the meeting. Her brother stayed home.

Exercise 19, p. 361.

1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore. I had to go to the post office, the travel agency, and the bank.
2. Roberto slapped his hand on his desk in frustration. He had failed another examination and had ruined his chances for a passing grade in the course.
3. When Alex got home, he took off his coat and tie, threw his briefcase on the kitchen table, and opened the refrigerator looking for something to eat. Ann found him sitting at the kitchen table when she got home.
4. When Tara went downtown yesterday, she bought birthday presents for her children, shopped for clothes, and saw a movie at the theater. It was a busy day, but she felt fine because it ended on a relaxing note.
5. It was a wonderful picnic. The children waded in the stream, collected rocks and insects, and flew kites. The teenagers played an enthusiastic game of baseball. The adults busied themselves preparing the food, supervising the children, and playing some volleyball.

Exercise 20, p. 362.

1. Janice entered the room and looked around. She knew no one.
2. A thermometer is used to measure temperature. A barometer measures air pressure.
3. Derek made many promises, but he had no intention of keeping them.
4. The earthquake was devastating. Tall buildings crumbled and fell to the ground.
5. Birds have certain characteristics in common. They have feathers, wings, and a beak with no teeth. Birds lay hard-shelled eggs, and their offspring are dependent on parental care for an extended period after birth.
6. The ancient Egyptians had good dentists. Archeologists have found mummies that had gold fillings in their teeth.

Exercise 21, p. 363.

A butterfly is a marvel. It begins as an ugly caterpillar and turns into a work of art. The sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart. A butterfly is a charming and gentle creature. Caterpillars eat plants and cause damage to some crops, but adult butterflies feed principally on nectar from flowers and do not cause any harm. When cold weather comes, some butterflies travel great distances to reach tropical climates. They can be found on every continent except Antarctica. Because they are so colorful and beautiful, butterflies are admired throughout the world.

Exercise 22, p. 363.

Note: Parallel structures that are found within a larger parallel structure are underlined twice.

1. justice, peace, and brotherhood
2. where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy
3. not the words of our enemies, but the silence of our friends
4. political and moral question . . . oppression and violence . . . oppression and violence . . . revenge, aggression, and retaliation

Chapter 17: Adverb Clauses

Exercise 1, p. 365.

When the adverb clause comes before the main clause, there is a comma. If it comes after the main clause, there is no comma.

Exercise 2, p. 366.

Correct sentences: 4, 5, 6, 7, 10

Exercise 3, p. 366.

2. We went inside when it began to rain.
3. It began to rain. We went inside.
4. When it began to rain, we went inside.
5. When the mail comes, my assistant opens it.
6. My assistant opens the mail when it comes.
7. The mail comes around ten o'clock every morning. My assistant opens it.

Exercise 4, p. 366.

1. As soon as the rain began, the children wanted to go outdoors. They love to play outside in the warm summer rain. I used to do the same thing when I was a child.
2. I had a cup of tea before I left for work this morning, but I didn't have anything to eat. I rarely eat breakfast.
3. When Jack and his wife go on vacation, ...
4. After Ellen gets home from work, she likes to read the newspaper. She follows the same routine every day after work. As soon as she gets home, she changes her clothes, gets a snack and a drink, and sits down in her favorite chair to read the newspaper in peace and quiet. She usually has . . . .
5. When you speak to someone who is hard of hearing, you do not have to shout. It is important to face the person directly and speak clearly. My elderly father is hard of hearing, ...
6. Jane wears contact lenses because she is nearsighted. Without them, she can't see from one end of a basketball court to the other. When one of her contacts popped out during a recent game, both teams stopped playing and searched the floor for the lens.

Exercise 5, p. 367.

2. Before I go to bed, I always brush my teeth.
3. Ever since I was a child, I've been interested in butterflies.
4. I'm going to meet some friends after I leave class today.
5. When people speak English too fast, Oscar can't catch the meaning.
6. The next time the teacher speaks too fast, Oscar is going to ask her to slow down.

Exercise 6, p. 369.

Sample answers:

2. did
3. do
4. have been
5. give
6. had brought
7. was
8. was driving
9. will have been
10. gets
11. go
12. you graduate from college
13. go
14. ate

Exercise 7, p. 369.

Sample answers:

2. I left the room after I turned off the lights.
3. Before I left the room, I turned off the lights.
4. Whenever Suki feels nervous, she bites her nails.
5. The frying pan caught on fire while I was making dinner.
6. Just as we were sitting down to eat, someone knocked on the door.
7. The audience burst into applause as soon as the singer finished her song.
8. We have to wait here until Nancy comes.
9. As soon as Julia comes, we can leave for the theater.
10. Just as soon as my roommate walked into the room, I knew something was wrong.
11. Just before I stood up to give my speech, I got butterflies in my stomach.
12. The first time I saw the great pyramids of Egypt in the moonlight, I was speechless.
13. Since Lori started working at this company six months ago, she has gotten three promotions.
14. Once the weather gets warmer, we can start spending more time outside.
15. By the time Shakespeare died in 1616, he had written more than 37 plays.
16. The next time Sam goes to get his driver's license, he'll remember to take his glasses.

Exercise 8, p. 370.

2. d
3. c
4. d
5. d
6. a
7. b
8. c
9. b
10. b
11. b
12. a
13. d
14. b

Exercise 9, p. 371.

Sample answers:

1. Just after Judy returned to her car, she called the police.
2. Just as the police arrived, Judy began crying in frustration.
3. When Judy returned to her car, she discovered that her car had been broken into.
4. While Judy was buying jeans, a thief broke into her car.
5. By the time Judy returned to her car, the thief was gone.
6. As soon as Judy got back to her car, she called the police.

Exercise 11, p. 372.

1. he thought the person was asking him about leaving.
2. she gave a long answer.
3. he won't snap his fingers.
4. they have learned that cultural misunderstandings are a normal part of learning another language.
5. they just smile.

Exercise 12, p. 372.

Adverb clauses: 1, 3

Exercise 13, p. 373.

3. Cold air hovers near the earth because it is heavier than hot air.
4. Since you paid for the theater tickets, please let me pay for our dinner.
5. Do you want to go for a walk now that the rain has stopped?
6. Because our TV set was broken, we listened to the news on the radio.
7. Many young people move to the cities in search of employment since there are few jobs available in the rural areas.
8. Now that the civil war has ended, a new government is being formed.
9. Since ninety-two thousand people already have reservations with an airline company for a trip to the moon, I doubt that I'll get the chance to go on one of the first tourist flights.

Exercise 15, p. 375.

Sentence 2

Exercise 16, p. 374.

2. a
3. a
4. b

Exercise 17, p. 375.

3. Even though
4. Because
5. even though
6. because
7. even though
8. even though
9. because
10. Even though . . . because

Exercise 18, p. 375.

1. Yes. Even though I wasn't tired, I went to bed anyway.
2. No. Even though the phone rang many times, I didn't wake up.
3. Yes. Even though the food was terrible, I ate it anyway.
4. Yes. Even though I didn't study, I passed the test anyway.
5. No. Even though the weather is terrible today, I didn't stay home.
6. No. Even though I fell down the stairs, I didn't get hurt.
7. No. Even though I told the truth, no one believed me.
8. Yes. Even though I turned on the air conditioner, it's still hot in here.
9. No. Even though I mailed the letter a week ago, it hasn't arrived yet.
10. No. Even though I have a lot of money, I can't afford to buy an airplane.
11. Yes. Even though my grandmother is ninety years old, she is still young at heart.
12. Yes. Even though I didn't understand the joke, I laughed anyway.

Exercise 19, p. 376.

Sentences: 1, 3

Exercise 20, p. 376.

2. d
3. c
4. c
5. a
6. b

Exercise 22, p. 377.

Correct sentence: 2

Exercise 23, p. 377.

1. If the teacher isn't in class tomorrow, ...
2. If I stay up until two in the morning tonight, ...
3. If the sun is shining when I get up in the morning, ...
4. If predictions about global warming are correct, ...
5. *(Answers will vary.)*

Exercise 24, p. 378.

Correct sentences: 1, 2, 3, 4

Exercise 25, p. 378.

2. a. so
   b. are
3. a. so
   b. do
4. a. so
   b. are
5. a. so
   b. did
6. a. not
   b. can't

Exercise 26, p. 379.

True sentences: 1, 4, 5, 6

Exercise 27, p. 380.

2. b
3. a
4. a
5. b
6. b

Exercise 28, p. 380.

2. a. they are funny
   b. they aren't funny
3. a. you are finished
   b. you aren't finished
4. a. it snows
   b. it snows
5. a. he gets a scholarship
   b. he doesn't get a scholarship
6. a. the weather is cold
   b. the weather is hot
7. a. you approve
   b. you don't approve

Exercise 29, p. 381.

Sentence 1

Exercise 30, p. 381.

2. In case you (should) need to see me, I'll be in my office tomorrow morning around ten.
3. In case you (should) need any more information, you can call me.
4. In case you (should) have any more questions, ask Dr. Smith.
5. In case Russ calls (should call), please tell him that I'm at the library.
6. In case you aren't satisfied with your purchase, you can return it to the store.

Exercise 32, p. 382.

1. isn't
2. is
3. rainy
4. sunny

Exercise 33, p. 382.

2. You can't travel abroad unless you have a passport.
3. You can't get a driver's license unless you are at least sixteen years old.
4. Unless I get some new batteries for my camera, I won't be able to take pictures when Laura and Rob get here.
5. You'll get hungry during class unless you eat breakfast.

Exercise 35, p. 383.

1. No.
2. No.
3. No.
4. Yes.

Exercise 36, p. 383.

True sentences: 1, 3

Exercise 37, p. 384.

Part I.

2. you have an invitation.
3. you have a student visa.
4. chews gum
5. will go to the movie
6. the temperature reaches 32°F / 0°C.

(Notice subject-verb inversion for sentences 7.–10. See Chart 17-11 fn., p. 383.)

7. will you pass the exam.
8. can you get into the soccer stadium.
9. can he watch TV in the evening.
10. will I have enough money to go to school.

Part II. *(Answers will vary.)*

Exercise 38, p. 385.

2. I can pay my bills only if I get a job.
   I can't pay my bills unless I get a job.
3. Your clothes will get clean only if you use soap.
   Your clothes won't get clean unless you use soap.
4. I can take (some) pictures only if the flash works.
   I can't take any pictures unless the flash works.
5. I wake up only if the alarm clock rings.
   I don't wake up unless the alarm clock rings.
6. Eggs will hatch only if they are kept at the proper temperature.
   Eggs won't hatch unless they are kept at the proper temperature.
7. Borrow money from friends only if you absolutely have to.
   Don't borrow money from friends unless you absolutely have to.
8. Anita talks in class only if the teacher asks her specific questions.
   Anita doesn't talk in class unless the teacher asks her specific questions.

Exercise 39, p. 385.

1. Whether or not it rains, the party will be held outside/inside.
2. Even if it rains, the party will be held outside.
   Even if it doesn't rain, the party will be held inside.
3. In case it rains, the party will be held inside.
4. Unless it rains, the party will be held outside.
5. Only if it rains will be party be held inside.
   Only if it doesn't rain will the party be held outside.

Chapter 18: Adverb Clauses

Exercise 1, p. 387.

Correct sentences: 1, 2, 4, 6

Exercise 2, p. 388.

Correct sentences: 4, 5, 7

Exercise 3, p. 388.

3. Before I came to class, I had a cup of coffee. / Before coming to class, I had a cup of coffee.
4. Before the student came to class, the teacher had already given a quiz. / *(no change)*
5. Since I came here, I have learned a lot of English. / Since coming here, I have learned a lot of English.
6. Since Alberto opened his new business, he has been working 16 hours a day. / Since opening his new business, Alberto has been working 16 hours a day.
7. Omar left the house and went to his office after he (had) finished breakfast. / Omar left the house and went to his office after finishing/having finished breakfast.
8. Before the waiter came to our table, I had already made up my mind to order shrimp. / *(no change)*
9. You should always read a contract before you sign your name. / You should always read a contract before signing your name.
10. While Jack was trying to sleep last night, a mosquito kept buzzing in his ear. / *(no change)*
11. While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below. / While climbing the mountain, Susan lost her footing and fell onto a ledge several feet below.
12. After I heard Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January. / After hearing Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.

Exercise 5, p. 389.

1. Alan
2. the bear

Exercise 6, p. 390.

Modifying adverbial phrases:

2. Being a widow with three children *(because)*
3. Sitting on the airplane and watching the clouds pass beneath me *(while)*
4. Having guessed at the answers for most of the test *(because)*
5. Realizing that I had made a dreadful mistake when I introduced him as George Johnson *(because)*
6. Tapping his fingers loudly on the airline counter *(while, because)*
7. Having broken her arm in a fall *(because)*
8. Lying on her bed in peace and quiet *(while, because)*

Exercise 7, p. 390.

2. Believing no one loved him, the little boy ran away from home.
3. Having forgotten to bring a pencil to the examination, I had to borrow one.
4. Being a vegetarian, Chelsea does not eat meat.

Exercise 8, p. 391.

2. a, c
3. a, b
4. a, b, c
5. a, c
6. b, c
7. b, c
8. b
9. a, b

Exercise 9, p. 391.

3. Keeping one hand on the steering wheel, Anna paid the bridge toll with her free hand.
4. *(no change)*
5. Hearing that Nadia was in the hospital, I called her family to find out what was wrong.
6. *(no change)*
7. Living a long distance from my work, I have to commute daily by train.
8. *(no change)*
9. Being a married man, I have many responsibilities.
10. *(no change)*
11. Recognizing his face but having forgotten his name, I just smiled and said, "Hi."
12. (Being) Convinced that she could never learn to play the piano, Ann stopped taking lessons.

Exercise 10, p. 392.

2. Having done very well in her studies, Nancy expects to be hired by a top company after graduation.
3. (Having been) Born two months prematurely, Monique needed special care for the first few days of her life.
4. Having done everything he could for the patient, the doctor left to attend other people.
5. Having never eaten / Never having eaten Thai food before, Marta didn't know what to expect when she went to the Thai restaurant for dinner.
6. Having no one to turn to for help, Sayid was forced to work out the problem by himself.
7. (Being) Extremely hard and nearly indestructible, diamonds are used extensively in industry to cut other hard minerals.
8. (Being) Able to crawl into very small places, mice can hide in almost any part of a house.

Exercise 11, p. 392.

3. *(correct)*
4. Because I was too young to understand death, my mother . . . .
5. *(correct)*
6. While I was working in my office late last night, someone . . . .
7. After we (had) hurried to get ready for the picnic, it . . . .
8. While I was walking across the street at a busy intersection, a truck . . . .

Exercise 12, p. 393.

All three sentences have the same meaning.

Exercise 13, p. 393.

2. Upon crossing the marathon finish line, Tina fell in exhaustion.
3. Upon looking in my wallet, I saw I didn't have enough money to pay my restaurant bill.
4. Sam found that he had made a math error upon re-reading the data.
5. Upon finishing the examination, bring your paper to the front of the room.
6. . . . Upon hearing my name, I raised my hand to identify myself.
7. . . . Upon hearing this, Cook grabbed his telescope and searched the horizon.

Exercise 14, p. 394.

5. Before leaving on my trip, I checked to see what shots I would need.
6. *(no change)*
7. Not having understood the directions, I got lost.
8. My father reluctantly agreed to let me attend the game after having talked/talking it over with my mother.
9. (Upon) Discovering I had lost my key to the apartment, I called the building superintendent.
10. *(no change)*
11. After having to wait for more than half an hour, we were finally seated at the restaurant.

Exercise 16, p. 395.

1. a
2. b
3. b
4. a

Exercise 17, p. 395.

Part I.

The First Telephone

Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." Upon hearing words coming from the machine, Watson immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After successfully testing the new machine again and again, Bell confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Believing the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

Part II.

1. T
2. T
3. F
4. F

Exercise 18, p. 396.

1. T
2. T
3. F
4. T

Chapter 19: Connectives That Express Cause and Effect, Contrast, and Condition

Exercise 1, p. 397.

All four sentences have the same meaning.

Exercise 2, p. 397.

1. *Cause*: Jon is a heavy smoker.
   Effect: Jon has breathing problems.
   Because Jon is a heavy smoker, he has breathing problems.
2. *Effect*: Martina feels homesick.
   Cause: Martina moved to a new town.
   Martina feels homesick because she moved to a new town.
3. *Effect:* Mr. Jordan's house has no heat.
   Cause: Mr. Jordan lost his job.
   Mr. Jordan's house has no heat because he lost his job.
4. *Cause:* Victor has gained weight.
   Effect: Victor is going to eat less.
   Because Victor has gained weight, he is going to eat less.

Exercise 3, p. 398.

1. because of
2. because
3. because
4. because of
5. Because of
6. Because
7. because of

Exercise 4, p. 398.

2. his wife's illness
3. the noise in the next apartment
4. our parents' generosity
5. circumstances beyond our control

Exercise 5, p. 398.

Sentences: 1, 4, 6

Exercise 6, p. 399.

1. A storm was approaching. Therefore, the children stayed home.
2. A storm was approaching. Consequently, the children stayed home.
3. A storm was approaching, so the children stayed home.

Exercise 7, p. 399.

1. Because it was cold, she wore a coat.
2. *(no change)*
3. Because of the cold weather, she wore a coat.
4. *(no change)*
5. The weather was cold. Therefore, she wore a coat.
6. The weather was cold. She wore a coat, therefore.
7. The weather was cold, so she wore a coat.

Exercise 8, p. 400.

1. Pat always enjoyed studying sciences in high school. Therefore, she decided to major in biology in college.
2. Due to recent improvements in the economy, fewer people are unemployed.
3. Last night's storm damaged the power lines. Consequently, the town was without electricity.
4. Due to the snowstorm, only five students came to class. The teacher, therefore, canceled the class.

Exercise 9, p. 400.

Correct sentences: 3, 4

Exercise 10, p. 401.

1. The weather was bad. Therefore, we postponed our trip. OR We, therefore, postponed our trip. OR We postponed our trip, therefore.
2. Since the weather was bad, we postponed our trip. OR We postponed our trip since the weather was bad.
3. The weather was bad, so we postponed our trip.
4. Because of the bad weather, we postponed our trip. OR We postponed our trip because of the bad weather.
5. The weather was bad. Consequently, we postponed our trip. OR We, consequently, postponed our trip. OR We postponed our trip, consequently.
6. Due to the fact that the weather was bad, we postponed our trip. OR We postponed our trip due to the fact that the weather was bad.

Exercise 11, p. 401.

2. Pat doesn't want to return to the Yukon to live because the winters are too severe. OR Because the winters are too severe, Pat doesn't want to return to the Yukon to live.
3. It is important to wear a hat on cold days since we lose sixty percent of our body heat through our head. OR Since we lose sixty percent of our body heat through our head, it is important to wear a hat on cold days.
4. Bill's car wouldn't start. Therefore, he couldn't pick us up after the concert. OR He, therefore, couldn't pick us up after the concert. OR He couldn't pick us up after the concert, therefore.
5. When I was in my teens and twenties, it was easy for me to get into an argument with my father because both of us can be stubborn and opinionated.
6. Due to the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas. OR A camel is an ideal animal for desert areas due to the fact that it can go completely without water for eight to ten days.
7. Robert got some new business software that didn't work, so he emailed the software company for technical support.

8. A tomato is classified as a fruit, but most people consider it a vegetable since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. OR Since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables, a tomato is considered a vegetable.
9. Due to consumer demand for ivory, many African elephants are being slaughtered ruthlessly. Consequently, many people who care about saving these animals from extinction refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction, consequently, refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction refuse to buy any item made from ivory, consequently.
10. Because most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth, many sailors of the time refused to venture forth with explorers into unknown waters. OR Many sailors of the 15th century refused to venture forth with explorers into unknown waters because most Europeans of the time believed the world was flat and that a ship could conceivably sail off the end of the earth.

Exercise 13, p. 402.

4. so
5. so
6. so
7. so
8. such
9. so

Exercise 15, p. 403.

2. The radio was so loud that I couldn't hear what Michael was saying.
3. Olga did such poor work that she was fired from her job.
4. The food was so hot that it burned my tongue.
5. There are so many leaves on a single tree that it is impossible to count them.
6. The tornado struck with such great force that it lifted cars off the ground.
7. So few students showed up for class that the teacher postponed the test.
8. Charles used so much paper when he was writing his report that the wastepaper basket overflowed.

Exercise 16, p. 403.

Correct completions: 1, 4

Exercise 17, p. 404.

5. Please be quiet so (that) I can hear what Sharon is saying.
6. I asked the children to be quiet so (that) I could hear what Sharon was saying.
7. I'm going to cash a check so (that) I will have / have enough money to go to the store.
8. I cashed a check yesterday so (that) I would have enough money to go to the store.
9. Tonight Ann and Larry are going to hire a babysitter for their six-year-old child so (that) they can go out with some friends.
10. Last week, Ann and Larry hired a babysitter so (that) they could go to a dinner party at the home of Larry's boss.
11. Be sure to put the meat in the oven at 5:00 so (that) it will be/is ready to eat by 6:30.
12. Yesterday, I put the meat in the oven at 5:00 so (that) it would be ready to eat by 6:30.
13. I'm going to leave the party early so (that) I can get a good night's sleep tonight.
14. When it started to rain, Harry opened his umbrella so (that) he wouldn't get wet.
15. The little boy pretended to be sick so (that) he could stay home from school.

Exercise 18, p. 405.

3. I need a visa so **that** I can travel overseas.
4. I needed a visa**,** so I went to the embassy to apply for one.
5. Marta is trying to improve her English so **that** she can become a tour guide.
6. Olga wants to improve her English**,** so she has hired a tutor.
7. Tarek borrowed money from his parents so **that** he could start his own business.
8. I turned off the TV so **that** I could concentrate on my paperwork.

Exercise 19, p. 405.

1. no
2. yes
3. yes
4. no
5. no
6. yes
7. yes

Exercise 20, p. 406.

1. outside
2. inside
3. outside
4. outside
5. outside
6. outside
7. outside
8. inside

Exercise 21, p. 406.

1. am
2. am not
3. am
4. am
5. am
6. am not
7. am

Exercise 22, p. 407.

4. but
5. Nevertheless
6. Even though
7. even though
8. but
9. Nevertheless
10. However
11. yet
12. Although
13. yet
14. Although
15. However

Exercise 23, p. 407.

2. Anna's father gave her some good advice, but she didn't follow it.
3. Even though Anna's father gave her some good advice, she didn't follow it.
4. Anna's father gave her some good advice. **S**he did not follow it, however.
5. Thomas was thirsty. I offered him some water. **H**e refused it.
6. *(no change)*
7. Thomas was thirsy. **N**evertheless, he refused the glass of water I brought him.
8. Thomas was thirsty, yet he refused to drink the water that I offered him.

Exercise 24, p. 408.

1. Even though his grades were low, he was admitted to the university. OR He was admitted to the university even though his grades were low.
2. His grades were low, but he was admitted to the university anyway.
3. His grades were low, yet he was still admitted to the university.
4. His grades were low. Nonetheless, he was admitted to the university.
5. Despite his low grades, he was admitted to the university.
6. He wasn't admitted to the university because of his low grades. OR Because of his low grades, he wasn't admitted to the university.

Exercise 25, p. 408.

Sentences: 1, 3, 4, 5

Exercise 26, p. 409.

Possible answers:

1. Florida has a warm climate; however, Alaska has a cold climate. OR Florida has a warm climate. Alaska, on the other hand, has a cold climate.
2. Fred is a good student; however, his brother is lazy. OR Fred is a good student. His brother, on the other hand, is lazy.
3. Elderly people in my country usually live with their children; however, the elderly in the United States often live by themselves. OR The elderly in the United States, on the other hand, often live by themselves.

Exercise 30, p. 410.

1. can
2. can't
3. can't
4. can't

Exercise 31, p. 410.

2. You should / had better / have to / must leave now. Otherwise, you'll be late for class.
3. You should / had better / have to / must have a ticket. Otherwise, you can't get into the theater.
4. You should / had better / have to / must have a passport. Otherwise, you can't enter that country.
5. Tom should / had better / has to / must get a job soon. Otherwise, his family won't have enough money for food.
6. You should / had better / have to / must speak both Japanese and Chinese fluently. Otherwise, you will not be considered for that job.
7. Mary should / had better / has to / must get a scholarship. Otherwise, she cannot go to school.
8. I should / had better / have to / must wash my clothes tonight. Otherwise, I won't have any clean clothes to wear tomorrow.

Exercise 32, p. 411.

Possible completions:

2. I failed the exam because I did not study.
3. Although I studied, I did not pass the exam.
4. I did not study. Therefore, I failed the exam.
5. I did not study. However, I passed the exam.
6. I studied. Nevertheless, I failed the exam.
7. Even though I did not study, I (still) passed the exam.
8. I did not study, so I did not pass the exam.
9. Since I did not study, I did not pass the exam.
10. If I study for the exam, I will pass it.
11. Unless I study for the exam, I will fail it.
12. I must study. Otherwise, I will fail the exam.
13. Even if I study, I won't pass.
14. I did not study. Consequently, I failed the exam.
15. I did not study. Nonetheless, I passed the exam.
16. I will probably fail the exam whether I study or not.
17. Only if I study will I pass the exam.
18. I studied hard, yet I still failed the exam.
19. You'd better study, or else you will fail the exam.

Exercise 33, p. 412.

1. a
2. a
3. b
4. b
5. a
6. b
7. a

Exercise 36, p. 414.

1. T
2. T
3. F
4. F
5. T
6. F

Exercise 37, p. 414.

1. We went shopping after **we** ate / **eating** dinner, **but** the stores were closed. We had to go back home even **though** we hadn't found what we were looking for.
2. I want to explain that I know a lot of **grammar, but my problem is that** I **don't have** enough **vocabulary**.
3. When I got lost in the bus station, a kind man helped me. **He** explained how to read the huge bus schedule on the wall, **t**ook me to the window to buy a ticket, and showed me **where my bus was.** I will always appreciate his kindness.
4. I had never **understood** the **importance** of **knowing the** English language / of **knowing English until** I worked at a large, international company.

5. **When** I was young**,** my father found an American woman to teach **my brothers and me** English, but when we **moved** to **another** town**,** my father wasn't able to find **another** teacher for **another** five years.
6. I was surprised to see the room that I was given at the dormitory **because** there **wasn't** any **furniture and it was** dirty.
7. When I **met** Mr. Lee for the first time, we played video games at the student center**. Even** though we **couldn't** communicate very well**,** we had a good time.
8. Because the United States is a large **and big** country**, it** has a diverse population.
9. My grammar class **started** at 10:35. When the teacher **came** to class, she returned the last quiz to my classmates and **me**. After **that, we had** another quiz.
10. If a wife **has to work**, her husband should share the **housework** with her. If both of them help, the **housework** can be **finished** much faster.
11. The first time I went skiing**,** I was afraid to go down the hill**, but** then I **thought** to myself, "Why not? Give it a try. You'll make it!" After **standing** around for ten minutes without moving**,** I **finally** decided **to** go down that hill.

Chapter 20: Conditional Sentences and Wishes

Exercise 1, p. 416.

Result clauses:

2. I will buy a new laptop computer next month
3. I would buy a new laptop today or tomorrow
4. I would have bought a new laptop last month

Exercise 2, p. 416.

2. have . . . will send
3. had . . . would send
4. had . . . would send
5. had had . . . would have sent

Exercise 3, p. 417.

a. = habitual activities or situations.
b. = a particular activity or situation in the future OR a predictable fact or general truth

Exercise 5, p. 418.

1. will let
2. *(both correct)*
3. *(both correct)*
4. *(both correct)*
5. *(both correct)*
6. will recharge

Exercise 6, p. 418.

1. If I'm talking
2. If we get
3. If it's
4. If he's planning
5. If it's not working
6. If she works
7. If I should get

Exercise 7, p. 418.

1. a. isn't
   b. doesn't teach
2. a. isn't
   b. can't

Exercise 8, p. 419.

3. have
4. had
5. will go
6. would go
7. is
8. were

Exercise 10, p. 419.

1. would not be . . . were
2. will float / floats
3. were . . . would not exist
4. doesn't arrive
5. were . . . wouldn't want
6. would human beings live
7. disappears / will disappear
8. had . . . would have to . . . wouldn't be

Exercise 11, p. 420.

1. If there weren't gravity on the earth, ...
2. If people had wings, ...
3. If cars could fly, ...
4. If children got everything they wanted, ...
5. If guns didn't exist, ...
6. If there were enough food on the earth for everyone, ...

Exercise 12, p. 420.

Sentences with a past ***meaning:*** 2, 4

Exercise 13, p. 421.

2. he became a soccer player.
3. I answered my cell phone while I was driving.
4. Professor Stevens didn't give a fair test.

Exercise 14, p. 421.

Conditional clauses:

3. U If the weather had been warm, *(past)*
4. U If I had more money, *(present/future)*
5. U If I had had more money, *(past)*
6. T If I take time off from work, *(present/future)*
7. U If I hadn't had to work, *(past)*
8. U If I didn't have to work, *(present/future)*

Exercise 15, p. 422.

1. will do
2. would do
3. would have done

Exercise 16, p. 422.

1. have
2. had
3. had had
4. will go
5. would go
6. would have gone
7. is
8. were . . . would visit
9. had been . . . would have visited
10. had read . . . wouldn't have washed

Exercise 17, p. 423.

2. a. no
   b. yes
   c. no
3. a. yes
   b. no
   c. yes
4. a. no
   b. yes

Exercise 19, p. 424.

1. T
2. T

Exercise 20, p. 424.

1. If I had known . . . I would have acted
2. If we hadn't believed . . . we wouldn't have felt
3. If you hadn't told . . . I wouldn't have believed
4. If it had been . . . I wouldn't have been
5. If he hadn't lied, I would have had

Exercise 21, p. 425.

1. were . . . would tell
2. had had . . . would have taken
3. have . . . will give
4. had . . . wouldn't have to
5. had been . . . wouldn't have bitten
6. would we use . . . didn't have had
7. doesn't rain . . . will die . . . die . . . will go
8. had realized . . . wouldn't have made
9. B: would/could have come . . . washed . . . had told
   A: would have come . . . had called

Exercise 22, p. 426.

1. a. no
   b. no
2. a. yes
   b. no
3. a. no
   b. yes
   c. no
4. a. no
   b. yes

Exercise 23, p. 426.

4. did
5. weren't
6. had
7. were
8. had
9. didn't
10. weren't
11. hadn't

Exercise 25, p. 427.

1. b
2. a

Exercise 26, p. 427.

2. if you were wearing a coat, you would be cold.
3. if he hadn't been driving so fast, he wouldn't have gotten a ticket.
4. if I weren't enjoying myself, I would leave.
5. if you hadn't been sleeping, I would have told you the news (as soon as I heard it).

Exercise 27, p. 428.

3. weren't drying
4. hadn't been drying
5. were having
6. hadn't been talking

Exercise 28, p. 428.

1. earlier . . . now
2. now . . . earlier

Exercise 29, p. 429.

2. But if you hadn't left the door open, the room wouldn't be full of flies.
3. But if you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.
4. But if I had finished my report yesterday, I could begin a new project today.
5. But if I were you, I would have told him the truth.
6. But if I knew something about plumbing, I would/could have fixed the leak in the sink myself.
7. But if she had followed the doctor's orders, Anita wouldn't have gotten sick.

Exercise 30, p. 429.

1. If I were the teacher, I would give fewer tests.
2. If I had known about your problem, I would have helped you.
3. If anyone should come, please tell them I'm asleep.

Exercise 31, p. 429.

2. Were I you, ...
3. Had they realized the danger, ...
4. Were I your teacher, ...
5. Should you change your mind, ...
6. . . . had she been better prepared.
7. Were I you, ...
8. . . . Should you need to reach me, ...
9. . . . Had they not dared to be different, ...
10. Should there be a global nuclear war, ...

Exercise 32, p. 430.

1. b
2. d
3. c
4. a
5. b
6. c

Exercise 33, p. 430.

True sentences: 1, 3

Exercise 34, p. 431.

3. I would have answered the phone if I had heard it ring.
4. I couldn't have finished the work if you hadn't helped.
5. I like to travel. I would have gone to Nepal last summer if I had had enough money.
6. If I hadn't stepped on the brakes, I would have hit the child on the bicycle.
7. The neighbors probably would have called to complain about the noise if Olga hadn't turned down the volume on the CD player.
8. Tarek would have finished his education if he hadn't had to quit school and find a job in order to support his family.

Exercise 35, p. 431.

1. a, b
2. a
3. b
4. a
5. b

Exercise 36, p. 431.

1. would/could spend
2. would/could have sent
3. is completed
4. weren't snowing
5. would have gone
6. would be
7. hadn't been sleeping
8. would forget . . . were not
9. A: were not/weren't
   B: would be sleeping
10. were . . . wouldn't be
11. would have been
12. would not ride
13. will tell

Exercise 40, p. 434.

2. were shining
3. had gone
4. knew
5. were wearing
6. had
7. could
8. would lend
9. were coming
10. weren't going to give
11. could meet
12. had come
13. were lying

Exercise 42, p. 435.

6. had
7. could
8. did
9. had
10. would
11. were
12. had
13. did
14. were

Exercise 43, p. 435.

1. now
2. soon

Exercise 44, p. 436.

1. (a) Anna wishes Yoko would come to the concert.
   (b) Anna wishes Yoko would change her mind.
2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
   (b) Judy probably wishes Helen didn't nag her to pick up after herself.

Exercise 45, p. 436.

1. she hadn't gone
2. A: we didn't have to
   B: it were
3. you had come . . . you had come . . . we would have had
4. you would tell
5. A: I had worn
   B: I had known

Exercise 17, p. 423.

2. a. no
   b. yes
   c. no
3. a. yes
   b. no
   c. yes
4. a. no
   b. yes

Exercise 19, p. 424.

1. T
2. T

Exercise 20, p. 424.

1. If I had known . . . I would have acted
2. If we hadn't believed . . . we wouldn't have felt
3. If you hadn't told . . . I wouldn't have believed
4. If it had been . . . I wouldn't have been
5. If he hadn't lied, I would have had

Exercise 21, p. 425.

1. were . . . would tell
2. had had . . . would have taken
3. have . . . will give
4. had . . . wouldn't have to
5. had been . . . wouldn't have bitten
6. would we use . . . didn't have had
7. doesn't rain . . . will die . . . die . . . will go
8. had realized . . . wouldn't have made
9. B: would/could have come . . . washed . . . had told
   A: would have come . . . had called

Exercise 22, p. 426.

1. a. no
   b. no
2. a. yes
   b. no
3. a. no
   b. yes
   c. no
4. a. no
   b. yes

Exercise 23, p. 426.

4. did
5. weren't
6. had
7. were
8. had
9. didn't
10. weren't
11. hadn't

Exercise 25, p. 427.

1. b
2. a

Exercise 26, p. 427.

2. if you were wearing a coat, you would be cold.
3. if he hadn't been driving so fast, he wouldn't have gotten a ticket.
4. if I weren't enjoying myself, I would leave.
5. if you hadn't been sleeping, I would have told you the news (as soon as I heard it).

Exercise 27, p. 428.

3. weren't drying
4. hadn't been drying
5. were having
6. hadn't been talking

Exercise 28, p. 428.

1. earlier . . . now
2. now . . . earlier

Exercise 29, p. 429.

2. But if you hadn't left the door open, the room wouldn't be full of flies.
3. But if you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.
4. But if I had finished my report yesterday, I could begin a new project today.
5. But if I were you, I would have told him the truth.
6. But if I knew something about plumbing, I would/could have fixed the leak in the sink myself.
7. But if she had followed the doctor's orders, Anita wouldn't have gotten sick.

Exercise 30, p. 429.

1. If I were the teacher, I would give fewer tests.
2. If I had known about your problem, I would have helped you.
3. If anyone should come, please tell them I'm asleep.

Exercise 31, p. 429.

2. Were I you, ...
3. Had they realized the danger, ...
4. Were I your teacher, ...
5. Should you change your mind, ...
6. . . . had she been better prepared.
7. Were I you, ...
8. . . . Should you need to reach me, ...
9. . . . Had they not dared to be different, ...
10. Should there be a global nuclear war, ...

Exercise 32, p. 430.

1. b
2. d
3. c
4. a
5. b
6. c

Exercise 33, p. 430.

True sentences: 1, 3

Exercise 34, p. 431.

3. I would have answered the phone if I had heard it ring.
4. I couldn't have finished the work if you hadn't helped.
5. I like to travel. I would have gone to Nepal last summer if I had had enough money.
6. If I hadn't stepped on the brakes, I would have hit the child on the bicycle.
7. The neighbors probably would have called to complain about the noise if Olga hadn't turned down the volume on the CD player.
8. Tarek would have finished his education if he hadn't had to quit school and find a job in order to support his family.

Exercise 35, p. 431.

1. a, b
2. a
3. b
4. a
5. b

Exercise 36, p. 431.

1. would/could spend
2. would/could have sent
3. is completed
4. weren't snowing
5. would have gone
6. would be
7. hadn't been sleeping
8. would forget . . . were not
9. A: were not/weren't
   B: would be sleeping
10. were . . . wouldn't be
11. would have been
12. would not ride
13. will tell

Exercise 40, p. 434.

2. were shining
3. had gone
4. knew
5. were wearing
6. had
7. could
8. would lend
9. were coming
10. weren't going to give
11. could meet
12. had come
13. were lying

Exercise 42, p. 435.

6. had
7. could
8. did
9. had
10. would
11. were
12. had
13. did
14. were

Exercise 43, p. 435.

1. now
2. soon

Exercise 44, p. 436.

1. (a) Anna wishes Yoko would come to the concert.
   (b) Anna wishes Yoko would change her mind.
2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
   (b) Judy probably wishes Helen didn't nag her to pick up after herself.

Exercise 45, p. 436.

1. she hadn't gone
2. A: we didn't have to
   B: it were
3. you had come . . . you had come . . . we would have had
4. you would tell
5. A: I had worn
   B: I had known

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Irregular Verbs: An Alphabetical Reference List (continued)

Simple Form	Simple Past	Past Participle
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek•	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed•	shed	shed
shine	shone/shined	shone/shined
shoot	shot	shot
show	showed	shown/showed
shrink•	shrank/shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink•	sank	sunk
sit	sat	sat
sleep	slept	slept
slide•	slid	slid
slit•	slit	slit
smell	smelled/smelt	smelled/smelt
sneak	sneaked/snuck	sneaked/snuck
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spell	spelled/spelt	spelled/spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin•	spun	spun
spit	spit/spat	spit/spat
split•	split	split
spoil	spoiled/spoilt	spoiled/spoilt
spread•	spread	spread
spring•	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting•	stung	stung
stink•	stank/stunk	stunk
strike•	struck	struck/stricken
strive•	strove/strived	striven/strived
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing•	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust•	thrust	thrust
understand	understood	understood
undertake	undertook	undertaken
upset	upset	upset
wake	woke/waked	woken
wear	wore	worn
weave•	wove	woven
weep•	wept	wept
win	won	won
wind•	wound	wound
withdraw	withdrew	withdrawn
write	wrote	written

•Definitions of some of the less frequently used irregular verbs:

bet	wager; offer to pay money if one loses
bid	make an offer of money, usually at a public sale
bind	fasten or secure
breed	bring animals together to produce young
broadcast	send information by radio waves; announce
burst	explode; break suddenly
cast	throw
cling	hold on tightly
creep	crawl close to the ground; move slowly and quietly
deal	distribute playing cards to each person; give attention to (deal with)
flee	escape; run away
fling	throw with force
forecast	predict a future occurrence
forsake	abandon or desert
grind	crush, reduce to small pieces
seek	look for
shed	drop off or get rid of
shrink	become smaller
sink	move downward, often under water
slide	glide smoothly; slip or skid
slit	cut a narrow opening
spin	turn rapidly around a central point
split	divide into two or more parts
spread	push out in all directions (e.g., butter on bread, news)
spring	jump or rise suddenly from a still position
sting	cause pain with a sharp object (e.g., pin) or bite (e.g., by an insect)
stink	have a bad or foul smell
strike	hit something with force
strive	try hard to achieve a goal
swing	move back and forth
thrust	push forcibly; shove
weave	form by passing pieces of material over and under each other (as in making baskets, cloth)
weep	cry
wind	(sounds like *find*) turn around and around

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